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School Activities

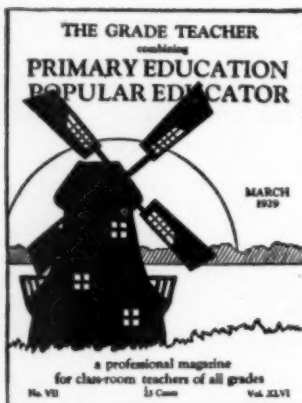
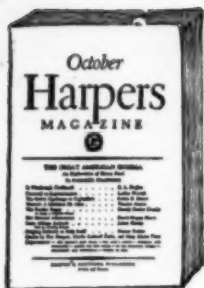
The National Extra Curricular Magazine

for—

School Executives
Directors of P. T. A.
Club Advisers
Class Sponsors
Coaches
Student Leaders

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SCHOOL ACTIVITIES PUBLISHING CO.
TOPEKA, KANSAS.

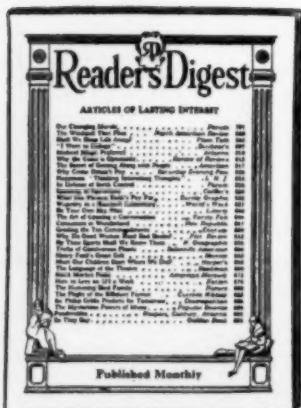
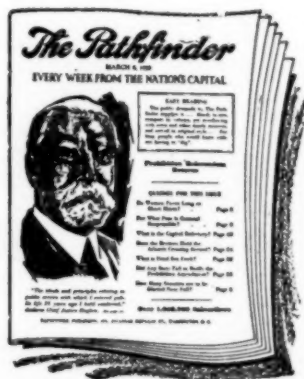
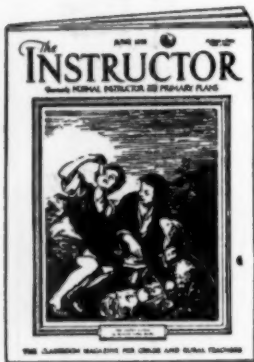


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The School Activities Magazine

TOPEKA, KANSAS



SCHOOL ACTIVITIES

The National Extra Curricular Magazine

Published Monthly
During the School Year by

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TABLE OF CONTENTS

Table of Contents	1
As the Editor Sees It	2
Place of the Extra-Classroom Activities in the Schedule of the School—R. H. Jordan	3
International Friendship by Way of Youth—Edna MacDonough	6
School Assemblies—M. Channing Wagner	7
The Affirmative Case—Harold E. Gibson	10
The Hi-Y Meeting—C. R. Gilbert	13
Thanksgiving—Lena Martin Smith	15
As an Altus Debater Sees It—Roy Henry	18
Who's Who in Extra Curricular Activities	19
A Pilgrim Thanksgiving—Short Play—Emma Florence Bush	20
Christmas Light—A Play in One Act—Amy Clarke Bone and Gwendolyn Bone Bradley	23
News Notes and Comments	30
Stunts and Entertainment Features:	
Victory's Choice—A Pantomime	31
For An Education Week Program	34
Games for the Group:	
Decorative Suggestions for the November Party	36
For a Thanksgiving Party	37
Book Shelf	38
Comedy Cues	40

As the Editor Sees It—

In the present need for reselling our schools to a hesitant public we must not confuse exhibition of methods with exhibition of results. Parents can not be expected to visit classes. There they would be uncomfortable from a feeling of presumptuousness and baffled or bored with technique that they do not understand. Rather must parents be shown the products of those classes and what products of those classes can do. They will appreciate exhibitions of public speaking, demonstrations of dramatics, recitals in music and spectacles in athletics.

School people are an agreeable lot. They are quick to give commendation when they may, and slow to give condemnation when they must. Readers who approve our efforts are generous with their letters of praise. They make us happy. Occasional letters expressing disapproval please us, too; they usually have the virtue of being specific. They tell what our readers do not like, while letters of praise may say nothing in a thousand friendly ways. *School Activities* attempts to serve a wide field of interests. Letters help most when they state specifically what our readers want.

Under the old educational ideal of pages and per cent, every big school event, including vacations, casts shadows both before and after it. Now such interruptions shed light all about them. They are more than by-products of our education.

"Our best advertisement is our satisfied customers." What a slogan for high schools now! An extra curricular program that includes every student—every patron's child—is most vital to your program of public relations.

Someone writes to ask, "Do you publish unsolicited copy?" I should say we do. Our growth and promise of greater growth come from our increasing number of friends with ideas to share.

A school usually incurs no complaint from merchants by selling merchandise for which it has created an immediate demand, but it loses good will by selling articles for which there is a continuous routine demand. Selling sweets at a school carnival is permissible; running of a confectionery stand in the school building is not so good. The sale of booster hats by the school will rouse no comment; but no school should rob the sporting goods dealer of his sale of tennis shoes and sweater coats.

The time to prevent the coming of the rule-or-ruin spirit into the working of an organization is before differences have arisen. Consciousness of kind, devotion to cause, and democratic spirit must get their hold upon a group before selfishness asserts itself.

Periods of adjustment and unrest are periods of controversy. This is a year when debate should be popular.

Over the post office opposite the Pennsylvania Station in New York City is this striking tribute to the men and women who minister to us in the postal service. "Neither snow, nor rain, nor heat, nor gloom of night shall stay these couriers from the swift completion of their appointed rounds." What an inspiration! How can we apply this idea elsewhere?

Education, like every other thing in a changing world, must be adjustable.

COMING—

Christmas Dreams, a one-act play,
by Nell Kirkpatrick

A School Festival, by Robert C.
Nance

Assembly Programs, by M. Chan-
ning Wagner

Dramatics for All, by Florence E.
Mixer

Party Decorations, by Helen M.
Alrich

National Debate Subject, Negative
Case, by Harold E. Gibson

Who's Who in Extra Curricular
Activities

Other extra curricular activity
features including non-royalty
plays, stunts, games, money-
making plans, news and articles
of extra curricular interest.

Place of the Extra-Classroom Activities in the Schedule of the School

R. H. Jordan

THE RECENT and wide spread recognition by educators generally of extra-classroom activities as an integral and essential part of the school program has brought in its train a number of very perplexing problems. Of these no one seems to be more frequently met—if the writer may judge from his experiences with field workers, teachers and principles who elect his courses during the Summer Session—than that of the extent to which such activities should be made an integral part of the daily program, and the extent to which participation should be required of all. It would seem also that this problem is perhaps more acute in the junior than in the senior high school, but it is common to both. It would seem also that the problem is extremely difficult of adequate solution in the large unit centralized and consolidated rural and village high school.

In initiating the discussion one must bear in mind certain fundamental principles which are almost universally conceded as essential to successful extra-class programs. The writer would enunciate some of these principles as follows:

1. The Principle of Spontaneity. The activity to be effective should grow out of a felt need on the part of the pupils and the school and should satisfy this need.

2. The Principle of Initiative. The pupils should feel that they have a real responsibility themselves, both for beginning and for continuing the activity. It should grow out of their desires and should be carried on as largely as possible by the pupils themselves.

3. The Principle of Variety. The offering should be sufficiently varied to meet the felt needs and desires of as large a percentage of the school population as is compatible with available resources.

4. The Principle of Permanence. Activities should be inaugurated which promise to be of such value to pupils and

school that they may be carried on continuously through a period of years. On the other hand, in the interest of spontaneity and initiative no activity should be continued when its usefulness in meeting felt needs of the pupils is obviously at an end. For this reason the principle of permanence or continuity must not be carried to the point where activities are maintained simply because a charter happens to be in existence, which pupils or sponsors are unwilling to relinquish purely on sentimental grounds. In other words an activity should cease to function when its utility is at an end.

5. The Principle of Control. In order to encourage initiative and spontaneity on the part of pupils, faculty control should be kept at a minimum. It has been clearly demonstrated, however, that such control is essential for all activities involving expenditures of relatively large amounts of money. This holds especially true for athletics, school publications, and dramatics. It is also essential in many schools for the direction of social activities and in certain phases of musical organizations. In all others, however, the faculty sponsorship should be kept distinctly in the background and come under the head of general oversight or inspection rather than active supervision. In all organizations the pupils should feel that they have a sufficient share of control to involve distinct pupil responsibilities.

With these principles clearly in mind and with a firm resolve to accept them as the essentials on which a program is to be constructed, many of the difficulties and problems can be met and solved. An acceptance of these principles will at once clear the administrator's mind with regard to the desirability of making an absolute requirement of membership in some organization. Our goal, which to the writer seems to be a proper and desirable ob-

jective, is naturally that of developing the pupil's preparation for participation in the social life of the community. This preparation involved the ultimate objective of membership on the part of every pupil in some type of organization. In order, however, for this to function desirably, the pupil should not be forced into unwilling participation or into a perfunctory show of activity in which he has no inherent interest. In the light of this observation the enthusiast who reports that he requires every pupil in school to belong to some organization, or to participate in some activity may be as guilty of as serious an educational and social crime as was the old time pedagogue who had no place in his program for any such activities. In like manner the administrator who incorporates an activities period in his daily program and puts pressure upon all pupils to put in a rigidly prescribed number of minutes each day or each week in such a period may conceivably miss the very end for which he is striving. Thus the writer would protest against universal prescription based upon compulsion. He does not deplore the existence of activities periods in the daily or weekly program. In many schools they present the best solution of a perplexing problem. He does deplore the insistence that every single pupil must take part in some one of the activities promoted by the school.

Further, in the light of these principles it would seem unwise for pupils to feel that it is desirable to join certain clubs or organizations merely to stand well with the teacher in charge. Just so soon as an organization comes to be known as Miss X's French Club or Mr. Y's Science Club it is very likely that reorganization of that club is necessary. The club should be felt by the pupils to be their property and not to represent vested rights of certain departments or instructors.

The solution of our problem would seem to come through a system of wise guidance and exploration. The pupil's home room teacher or other adviser should have the responsibility for the study of each of his charges, in order to ascertain clearly each individual child's interests and capabilities, and apparent needs. He should have the further responsibility, in confer-

ence with his colleagues, for bringing together those pupils of like interests who might do better in a social and cooperative atmosphere, those things which they are likely to do anyway, often in an unsocial and relatively inefficient way. This is not the place for a complete discussion of the home room system, although it is clear that in many schools the home room teacher is not permitted to fulfill his or her proper function. To the writer the major duty of the home room teacher should be that of an adviser and guide, and any responsibilities which interfere with this should be delegated to the administration of the school.

In this work of guidance it would be expected that the advisers be thoroughly alive to all possibilities for pupil development presented by the extra-class program. The advisers also would be the first-hand sources of information as to obvious lacks or needs in the existing set-up. In the light of these needs they would be responsible for that type of suggestion

R. H. Jordan is professor of education in Cornell University. As author of *Extra-Classroom Activities in Elementary and Secondary Schools* and a number of other books on this subject he is widely recognized as an authority in this field.

to pupils which would plant the germ of necessary new organizations. There is a vast difference between a teacher's organizing clubs and imploring pupils to join, and his or her throwing out suggestions to pupils which would lead them,

themselves, to ask for an organization. When this sort of suggestion is subtly made, the pupil actually believes that he is responsible for the idea, and this is just what we wish if we maintain our principles of spontaneity and initiative. A program based upon any other principle, as are some of the hand made programs found in schools where the activities work is introduced apparently as an administrative advertising device, is not likely to be either successful or permanent. Did you ever read Kipling's "Stalky and Company?" If not, the writer suggests that you get this volume at once and read it carefully. It is perhaps the best existing exposition of certain types of pupil reaction to superimposed activities. I remember the case of a boy, who, between the halves of a crucial football game was discovered in the act of changing into his everyday clothes. To the astonished coach's inquiry he replied that he had just received a telegram that the ducks were

beginning to fly and that in order to get the next morning's duck shooting, he would have to make his train at once. It is very clear that this boy would probably have made an enthusiastic member of a good hunting and fishing club, whereas it was equally evident that he was not the stuff of which successful interscholastic athletics are made. It is very evident that both the program of activities and the type of guidance involved in this particular school left much to be desired.

The question is often raised as to the possible success of the program if a specific activity period is not provided. This question, of course, must be answered in many ways. The centralized rural school with its fixed bus schedules is certainly laboring under difficult limitations, and the best solution is undoubtedly that of an activity period. The overcrowded city school running on a platoon plan or double session plan likewise must do the best it can. The city school in which a large percentage of boys and many girls have late obligations necessary either for their financial support or for carrying on the duties of the home likewise must make such a place for activities, as will assist these pupils who otherwise would be debarred from participation. The writer, however, feels that wherever possible the activities period should be put at the end of the school day, either in the scheduled program or after school. Limitation of time for meetings frequently interferes tremendously with the effectiveness of the organization. This holds particularly in the case of clubs dealing with activities involving constructive manual effort. The stopping place for all such work should be a natural and not an artificial period. With regard, again, to the centralized or consolidated school, the writer has been led to wonder in the last two or three years whether the school runs the bus or whether the bus runs the school! Certainly bus schedules are not sacrosanct. However schools with inflexible bus schedules do seem to be able to turn out football, baseball and basketball teams, practice for which sports almost inevitably comes after school hours. The boy who really wishes to play football manages to get home somehow after practices are completed, bus or no bus.

Let us then build our program along constructive lines, realizing that to require the pupil to take part in activities

in which he has no intrinsic interest is just as bad as to require him to take Latin when he has no linguistic feeling or ability. Just as no junior high school has a right to the name, which is not exploring carefully scholastic attitudes and abilities, so we should put the junior high school to explore the interests, capacities, and abilities for extra-class work. Our senior high school programs may well be built on the experiences of the junior high school. The connection and articulation between these two units of our school system must be extremely close, harmonious, and cooperative if we are to do our best educational work. This holds just as clearly for our extra-class programs as it does for the academic and vocational programs. For either unit to overlook the other in its work becomes educational malpractice.

It must be remembered that every educational idea is likely to suffer at the hands of its friends. In our recent enthusiasms over the marked values of extra-classroom work let us not go to such an extreme that we all suffer a reaction which may vitally injure our cause. If we keep clearly in mind the principles already enunciated and administer our program in the light of these principles, we should run little danger of its over emphasis.

The responsibility of the present generation for the education of those that are to follow should not be shifted to the future. Youth must be served while it is youth. If we fail in our duty to the boys and girls of today, it cannot be made up to them in after years when prosperity returns and public funds are more easily available. We have no right to unload upon the youth of today the burden of adversity.—Official Statement of the N.E.A.

Every high school should make adequate provision for extra classroom activities. General student organizations should be fostered and protected and the growth of helpful clubs encouraged. If the school is to help its pupils to live the kind of lives that American democracy requires, it must make provision for activities in which the relations of the individual to society, and of society to the individual, may be learned at first hand.—*Organization and Administration of Junior and Senior High Schools, State of Missouri.*

International Friendship By Way of Youth

Edna MacDonough

ONCE UPON a time, there was a very beautiful view in the midst of great mountains. In order to get the benefit, visitors had to go out on a dangerous ledge. So many fell over and were crippled at the bottom that a group of enterprising physicians set up a hospital at the base of the cliff. They did a thriving business. Finally somebody came along and put a railing around the cliff, and the hospital went out of business.

When nations have wars, they require hospital service for their civilizations. Why not build a rail against the danger by teaching the rising generation how to avoid resorting to force to settle international disputes?

There can be no better beginning than to build international understanding and cooperation among the nations. The children are the ones who will be called upon in the next generation to direct the world's affairs. If a person is to take up law, he must be taught the principles and procedure of law. If a person is to take up medicine, he must study the whole field of medicine, preventative and curative, and the principles underlying. If he would study engineering, he must be well prepared in the groundwork of his profession. If we are to create international understanding and peace, the nations must be prepared for them as they prepare for war.

Learning to know people who are different, but who pursue familiar interests, is a many-sided educational experience; and the wider human sympathy which results from such experience make for peace in the world.

The International Friendship League has been organized for the purpose of promoting a friendly relationship between young people all over the world, through international exchange of correspondence. More than a million letters have already been exchanged between boys and girls of this country and fifty other countries. The letters have contained a wealth of mater-

ial in history, geography and sociology.

The young people write about their schools, their homes, their churches, athletics, vacations; in fact, they give true pictures of their lives in general.

It is a reasonable supposition that as the children are taught, so the generation will become. Therefore, education must salvage such elements of the old civilization as can be built into the new; it must develop right attitudes on the part of the public; it must create an informed public opinion and acquaint people of each country with the aims, ideals and virtues of other peoples.

Too often the peculiarities and differences of people are stressed in our press and motion pictures, rather than the likenesses in ideals and standards of groups which would tend to inspire and unify people of different races and nationalities.

The world is full of false prejudices. The young people taking part in the world wide correspondence plan have had these ideas almost entirely obliterated, and for this reason the plan has proven to be a worth-while constructive educational feature of the right sort. It offers a course in world geography, broad in scope and human in treatment. It is potentially a stabilizing and integrating agency in our civilization. It is a card of introduction tending to make all mankind acquainted.

To give an idea of the type of letters that are exchanged I shall quote from two that happen to be on my desk.

From Georgetown, Demerarra, British Guiana: "Dear Friend: I received your letter yesterday and am jolly glad to hear from you. You asked if I was a Boy Scout of B. G. Well, I am one. I go to the Main St. Boys School and am in the sixth form. Now for Georgetown. It is a fairly large city having a populace of 60,000 people. It is situated on the left bank of the Demerarra river. It is bounded by the Atlantic Ocean in the north, Venezuela and Brazil in the south, Brazil in the west and Swiname in the East. It is not-

ed for its large amount of diamonds and gold which is found in the interior. A great amount of balata is exported to the U.S.A. A sea plane was brought from England so as to carry down the sick people and also the head people of the Real Balata Co., for the risk of crossing numerous falls is grave. I am sending you a view of our Great Kaieteur Falls which is nearly 5 times the height of the Niagara," etc.

From China: My dear John: First of all I should thank you most heartily for your nicely written letter which brought me a lot of good interesting and nice news which I was longing for. Now let me tell you something about myself, my family, my native city. I am a native of Hangchow where the best known "West Lake" is. I was born there in the year 1917 and was brought up there and received my early education there. I have finished my lower and higher primary school studies in Hangchow True Model School. Then I

entered Hangchow Christian College Middle School and at the same time I joined the Church and have been a Christian since. I expect to go to America for further education in industrial chemistry. I hope to meet you at that time.

Now let me talk something about the students' life and spirit in China. Nearly every student in China has a good spirit of independence and responsibility. They never try to depend on somebody else, neither try to get rid of their own responsibility. We take a good interest in tenting, hunting, fishing, etc. Please find a picture of mine enclosed as well as some pictures of ancient Chinese architects from Peking.—Your affectionate Chinese Friend Fan En Shou. (In English: Edward Z. Fang.)

Edna MacDonough is secretary of the International Friendship League with headquarters at 603 Boylston Street, Boston, Massachusetts. Any one wishing to take part in the correspondence plan may secure further information by writing to her at that address.

School Assemblies

M. Channing Wagner

BY THE time this issue of *School Activities* reaches your desk the schools will have been in session two months. It is to be hoped that each school is making a conscientious effort to increase the value and worthwhileness of their general assembly programs. As has been stated before, the assembly is the "common meeting ground" of the whole school and it is here that the best contributions of the school should be presented. It requires much time and thought in preparing these programs. Let us see that the sponsor of the assembly is cognizant of the potential value of these programs and that he in turn will inspire all pupils and teachers to do their best in making them an integral and worthwhile part of the school.

The month of November is especially rich in material for assemblies with the number of special days occurring during this month.

American Education week comes first, to be followed by a celebration of Armistice Day and then by Constitution week.

The last week of November presents an excellent opportunity to give an appropriate program for Thanksgiving Day.

AMERICAN EDUCATION WEEK

November 6-12

General Theme:

It is the policy of many schools to follow the program as outlined by the National Education Association for the various days by special classroom work and daily assemblies.

The schools of the nation are facing a real crisis in education. On every hand we hear and read of greatly reduced school budgets; of many cities, villages, and towns where school will be held only five or six months; of many localities where the people are seriously questioning the value of education; and that there are nearly 100,000 teachers out of employment.

It is, therefore, very fitting and timely for each school community to carry on a program in their respective districts which will bring a very pertinent message

to the people of the work being done in the schools. It is to be hoped that every school principal and teacher will give much thought to this subject and will leave no stone unturned to make this week a very important one in the lives of the children as well as the patrons of your school.

We would suggest that you turn to the November number of the *Journal of the National Education Association* where valuable suggestions and materials will be found for appropriate assembly programs.

EDUCATION WEEK PROGRAM

The following program is suggested for use in a general assembly.

1. Selections—March—Orchestra
2. Why the state provides an education for every girl and boy through the high school grades—by a pupil
3. Patriotic songs
4. How the public school provides for an equality of opportunity—by a pupil
5. Youth and American Ideals—by an outstanding speaker in the community
6. America

November 11, 1918 stands out as a memorable date in world history. It marks the signing of the Armistice which brought to a close the great World war. Almost fifteen years have elapsed since this event took place on the battlefields of war-scarred France.

The signing of the Armistice is still vivid in the minds of those veterans who took part in this great war and it is our duty to commemorate the event so that the young people in our schools will realize the tremendous cost of life and money, and that they will grow up with the idea of outlawing war forever.

It is indeed fitting that each school in the country arrange an appropriate program for this special day which will be in keeping with the memory of those who lost their lives or who suffered mental and physical injuries in the World war.

ARMISTICE DAY

The following program is suggested for Armistice Day observance.

1. National songs of other lands (the singers in appropriate costumes.)
2. The Soldier's Recessional by J. H. Finley (pantomime)
3. Meaning of Armistice Day
4. The Red Cross Spirit Speaks
5. Song, "Keep the Home Fires Burning"—

by the school

6. The Unknown Soldier—a poem by Morgan
7. Dramatization of "Man Without a Country"—brief sketches
8. America

In some schools it may be desirable to have the program short and impressive in keeping with the quiet sentiment and emotion created. Have the auditorium lighted dimly and when the pupils have adjusted themselves, have the curtains slowly open only part way to reveal in the spotlight an American flag fluttering in the breeze. Voices from behind the curtain may recite, "In Flanders Field" with its response; "I Have a Rendezvous With Death;" and other fitting selections. After the singing of America several bugle calls may be sounded, ending with "taps."

The following Armistice program was contributed by a junior high school in Wisconsin:

1. The meaning of Armistice Day—origin, meaning, and historical background
2. Reading of President Wilson's war message
3. "Where are You Going, Young Fellow, My Lad?" (arranged in dialogue)
4. "In Flanders Field"
5. "America's Answer"—Boy Scout
6. Playlet, "They Gave Their Todays for Our Tomorrows"
7. Assembly singing, "America," "Keep the Home Fires Burning," "There's a Long, Long Trail"

There is a very great need today to stress the significance and value of the Constitution of the United States of America especially when so many people are questioning it and have even lost faith in some of our most cherished and valuable institutions. Every pupil should be familiar with our national constitution and be taught to hold it with the highest regard.

CONSTITUTION DAY PROGRAM

"Stars and Strips Forever" Orchestra
Salute and Oath of Allegiance to Flag
Why We Need a Constitution
"The Building of the Ship" by Henry Wadsworth Longfellow

Selected Readings from the Constitution

Historical background of the constitution:
Magna Charta—1215; Petition of Rights—1628; Bill of Rights—1689 (These examples from English history), Mayflower Compact—1620; Declaration of Independence—1776; Articles of Confederation—1781; Northwest Ordinance—1787.

Short Dramatization of the Constitutional Convention

Song—America

It is the strong belief of the writer that more time should be given to music in assembly programs. For this reason, an all-music program is particularly valuable and should be used more often than most schools include it in their programs. If there is a music department in the school this assignment should be given to them. Selections used must necessarily depend on the skill and ability of pupils and judgment of teachers. Musical programs given should be varied in character. They should include orchestral music; piano solos; other instrumental solos, duets, or trios; vocal solos; glee club singing; all school singing; and talks on appreciation of music. If many musical programs are used, they should be built around themes, such as spring, operatic, patriotic, folk, German, etc. Outside talent should be used only when something very worthwhile is available.

MUSICAL PROGRAM

The following program is suggested as representative of a musical program which should be of interest and pleasure to schools.

1. Orchestra—Air de Ballet (Hille)
2. Boys Glee Club
 - (a) Cape Cod
 - (b) Land Sighting
3. Girls Glee Club
 - (a) Song of the Lark (Breton)
 - (b) Hark, Hark, the Lark (Schubert)
4. Selections by the Orchestra
 - (a) El Capitan (Sousa)
 - (b) Stars and Stripes Forever (Sousa)
5. Community Singing
 - (a) Southern Memories
 - (b) Nellie Was a Lady
6. Solo—either vocal or instrumental
7. Mixed Chorus: Boys' and Girls' Glee Clubs
 - (a) Heaven Resounds
 - (b) I Waited on the Lord (Handel)
8. School Song
9. Salutation to the Flag
10. America

Cubberly in *The Principal and His School* says, "mass singing is a very attractive and effective means for developing school spirit." This mass singing should not consist of hymns, but of peppy school songs, of patriotic songs, and of an occasional so-called "classical" song. This type of singing will do much toward uni-

fying the school.

In most schools it is customary to observe Thanksgiving Day with an assembly program on Wednesday afternoon preceding Thanksgiving Day. It is suggested that more emphasis be placed on the spirit of Thanksgiving today rather than upon the origin. The program should be marked by its simplicity. Thanksgiving day should be regarded as a day of joyful thanks in recognition of the fruits of the season as produced by nature blessing the efforts and labor of man.

It is suggested that the stage be decorated with the fruits of the season—boughs with their richly colored leaves, squash, pumpkin, apples, shocks of corn, and other autumn products available.

THANKSGIVING DAY PROGRAM

1. Song of Thanksgiving by the school
2. Devotional Exercises by a guest minister
3. President Roosevelt's Thanksgiving Proclamation by a pupil
4. Song—selected—by chorus of school
5. Governor's Proclamation by a pupil
6. The History of Thanksgiving
7. Song—America, the Beautiful
8. What Should We Do on Thanksgiving?
9. Modern Applications of Thanksgiving
10. Song—Come, Ye Thankful People, Come
11. Salutation to the Flag
12. Song—America

In one school the following idea was worked out, giving all pupils a chance to participate in the program. Each pupil was given a chance to bring some harvest product such as apples, pumpkins, ears of corn, turnips, carrots, potatoes, etc. At the close of the program there was a grand march to the stage where they were deposited. They were then given to some charitable organization, like the Salvation Army or some other organization, to be given to the poor people of the village or city as the case may be. These contributions should be voluntary and not required.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, *Assembly Programs*, is a widely known and an immensely popular one. Arrangements have been made by which this outstanding authority on assemblies will give *School Activities* readers a complete outline of assembly programs each month.

Some people don't talk much because they don't know much.

The Affirmative Case

Harold E. Gibson

RESOLVED: That the United States should adopt the essential features of the British system of radio control and operation.

WHEN THE affirmative team starts out on its attempt to prove that the United States should adopt the essential features of the British System of Radio Control and Operation they are beginning a task that must be done thoroughly, or their entire efforts will be lost when they enter the actual debate contest against a well-informed negative team. The fact that the task of the affirmative this year is a difficult one should not discourage the affirmative debater. It should rather act as a stimulus, forcing him to prepare his case and speech with the same diligence that an attorney of national reputation would prepare a brief to be presented to the Supreme Court.

Simply because the affirmative task on this subject seems great is no indication that the negative side has any advantage. The actual truth is that this question of radio control has two exceedingly good sides, either one of which is highly difficult to prove. The question this year is much more difficult than any question that has been attempted by high school debaters for several seasons. First, it involves the adoption of a system foreign to our country. This necessitates the reading of much material not published in the United States to get the needed knowledge of the question. It calls especially for a careful reading of the better magazines of England on the question. This reading must be done before either the affirmative or the negative debater can call himself ready for a debate contest. Second, there is no popular interest in this subject as there has been in the subjects of the last few years. This interest may develop as the debate season progresses, but at the present time it is entirely lacking. The casually listening public in this country is satisfied with the present system of control, while there is a vitally interested minority of educators who point to the British system of control as a cure-all for the evils they see in the American system.

In order to be well-prepared the debater

will have to do an enormous amount of selected reading. First he must know what the British system of control and operation really is. This information may be gained best of all from the magazine publications of England, or in a few cases the magazines of Canada. Some of the better English publications on the subject are:—*Radio Times*, *The Listener*, *British Broadcasting Corporation Yearbook* and other publications of the B. B. C., *The Spectator*, *Fortnightly Review*, and the *London Mercury*. The magazines of the United States give little or no valuable information on the phase of the subject dealing with how the British system works. The debater should read and master how the British system operates. He should know how the money is collected, how the programs are planned, what type of programs are given, how advertising is handled, how many stations operate, and the British attitude toward their system. In addition there is still a great deal more information that the effective debater must know. After the affirmative debater has a working knowledge of the British system of control and operation he must be able to select the different parts of the system, placing in one group the essential features to be adopted in the United States, and placing in a second group the non-essential features. When he has made this important selection between the essential and the non-essential features, he should never make the mistake in the actual debate of allowing a negative debater to lead him to the defense of a feature non-essential in the United States.

The second task of the affirmative debater will be to read the current American magazines that have made attacks on the American system of radio control and operation. He must not only know the essential features of the British system, but he must be able to show enough serious defects in the American system to warrant its complete elimination, and the adoption of a system foreign to America in its place. Care should be exercised in

this reading of the attacks on the American system. At this point in the preparation the debater must keep away from the use of authorities who are financially interested in the continuation of the American system, or who for any reason would be prejudiced for either side.

When he has fully prepared on both the essential features and the defects of the British system, two methods of attack are open to him. The first is to show that there are serious enough defects in the American system to warrant its elimination and the adoption of the British system as the best substitute to take its place. The second method is to show that both systems are giving satisfaction; yet by a comparison of the relative merits of the two, the British system much superior, and thus urge its adoption. In the structural outline for the three debate speeches given below the first of these two methods will be used.

In the use of the structural outlines for the three affirmative debate speeches given below should be borne in mind that these outlines are not all inclusive briefs covering the entire subject of radio control and operation. They are merely outlines covering the essential points that must be proved before one can hope to establish the affirmative case. The debate team that is able to prove the points in these outlines, and has a fair knowledge of the strategy of debate should finish the season with a high percentage of wins.

OUTLINE OF FIRST SPEECH

I. Introduction

- A. Give a short description of the chaotic conditions of radio broadcasting in this country.
- B. Define the terms of the subject; state all matter admitted by both sides of the debate.
- C. State the issues of the debate as seen by the affirmative:
 1. Present conditions in the broadcasting industry in the United States make it necessary that we have a change.
 2. The plan of the affirmative will remedy conditions in the broadcasting industry.
 3. The adoption of the British plan is a practical solution to the problem of radio control and operation in this country

(The introduction should take about one-third of the time of the first speaker.

The time remaining could be spent on the points given below.)

II. The radio in this country is threatened with a monopoly control which must be stopped.

- A. Two huge chains dominate the broadcasting industry.
- B. Independent radio stations are being crowded off the air by the commercial interests such as the huge chains.
- C. Educational stations and educational programs have practically ceased to exist.

OUTLINE OF SECOND SPEECH

I. The British system of operation and control has been a marked success in England

- A. The British Broadcasting Corporation is presenting educational programs that are much superior to any educational programs presented in the United States.
- B. The British radio stations give programs of a much higher cultural value than the programs of our country.
- C. When the listener pays a fee for the privilege of listening on the radio he then becomes a part owner in the entire radio broadcasting system and has a right to demand the type of program he desires.
- D. Advertising is not tolerated under the British system.
- E. The administration of the British system is very simple and effective
- F. The cost of operation under the British system is slight when compared to the great costs under the wasteful system in vogue in America.

(Note: If you wish to make a comparison of the costs of the two systems the data on this subject may be easily found in any Almanac or Yearbook. It has been estimated that the American system actually costs \$20 per receiving set to operate while under the British system this cost is only \$2.50.)

OUTLINE OF THIRD SPEECH

I. The adoption of the British plan in the United States is the most practical solution to the radio control problem.

- A. The English resemble Americans in language, customs, laws and government.
- B. The plan of the British has been much more successful than the

- American plan.
- C. The British plan was adopted by Canada last year, and has been a working success in that country.
1. This shows that the plan will work in a country with large territorial possessions such as the United States.
- D. The adoption of the British system will mean a great saving to the people of our country on the cost of radio broadcasting.
- E. The adoption of the British system will enable the people to select the type of programs they want to listen to rather than having forced on them all types of advertising.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

USE OF QUESTIONS

When a team chooses to ask questions of their opponents they should have the first speaker ask these questions. Not only should the first speaker ask them, but each succeeding speaker should make a drive for the answer of these questions. If the question was important enough to ask in the first place it is also important enough to keep demanding an answer up to the final rebuttal speech. As soon as the question has been answered show how the answer has weakened your opponent's case, and how it has been a means of strengthening your own case. It is a good rule to follow in the use of questions that if the question is worth asking, its answer must be attacked with much vigor.

Suggested questions: (1) Isn't it true that at the present time most of the so-called "educational programs" on the American radio are only mild forms of "advertising hooley?"

(2) Does the negative believe that the radio is a free medium of expression similar to the newspaper when there can be any number of newspapers, but the radio is limited to only 90 channels?

(3) Isn't the British plan better for the entire nation than the present American plan?

(4) Don't we need a change in the system of radio control and operation when 2 of every 3 letters to the United States office of Education are demanding education by radio?

(5) If the commercial interests, who operate the radio of this country today, are willing to give the people what they

want on the radio as they say they are, why have they failed to give education by radio when the people want this form of radio programs?

DILEMMAS

A dilemma is a method of strategy used in debate in which one debater asks his opponent a question. This question is so cleverly worded that there are two very obvious answers. The strategy in the use of the dilemma is that either one of these obvious answers will be very deadly to the case of the debater who answers them. It would be good judgment on the part of a debater to be very careful in answering any question that presents these two obvious answers. Two sample dilemmas are given below:

(1) Ask the negative if *they believe that the present system of radio control in this country is a success?*

IF THEY ANSWER YES—The negative is then stating that the present system is a success. If the present system is a success the negative by this admission have placed themselves in a position where they must defend this system. They cannot present a new plan to take the place of the present system for they have stated that the present system is a success. In the event that they do attempt to present a new plan the affirmative can attack them for being inconsistent in saying the present system is a success and at the same time presenting a system to take its place.

IF THEY ANSWER NO—They are then admitting that the present system is not a success. This places them in a position where they are practically forced to present a new plan. Then the debate becomes a matter of arguing over the relative merits of the British plan against the plan of the negative, which will not even have a working experience behind it.

(2) Ask the negative if *under the plan proposed and defended by the negative they believe that the broadcasters will give the people the kind of programs they want?*

IF THEY ANSWER YES—The negative believes that the broadcasters will give the people the type of programs they want. Dr. William John Cooper, U. S. Commissioner of Education states that fully twice as many letters come into his office asking for education by radio than for any other purpose. Yet in spite of this urgent appeal by the people for edu-

cation by radio only 10% of our program time attempts to give educational programs. Does this show that the people get what they want?

IF THEY ANSWER NO—Then they admit that the broadcasters will not give the people what they want. This admission also shows that we must have a change. The British system will give the people what they want, and so it should be adopted.

SLOGANS TO BE USED BY THE AFFIRMATIVE.

(1) The British plan is practical and assures progress.

(2) We must choose between government control or monopoly control.

(3) The radio is a public trust, not a monopoly trust.

WASTING THE OPPONENTS' TIME.

The time of the opponents may be wasted by (1) asking for needless explanations of the terms of the subject, (2) making the negative defend minor points, (3) demanding a detailed plan of how they will remedy the present system of radio control.

DEMANDING A DETAILED PLAN .

The affirmative have a perfect right in this debate to demand a detailed plan from the negative in the event that the negative propose any changes in the present system of radio control. No matter how trivial these changes may be the affirmative still has the right to demand explanations of the entire system after these changes have been put into effect. Of course the negative will claim that they do not have to give this detailed plan, but inasmuch as they have proposed a change the affirma-

tive have the perfect right to find out every possible part of the system that may be affected by this change. If the negative still fail to explain their plan in detail the affirmative could easily charge that the reason they have failed to defend their plan is because they are afraid it will not work when placed into actual practice. This last threat should force the negative to defend their plan in detail.

FINDING THE OPPONENTS' WEAKNESS.

Probably the best strategy method in all debating is to find the weakness of the opponents and hammer on this weakness throughout the entire debate. No time should be lost in exposing this weakness, nor should pity be given to the opposite debater after his weakness has been discovered. In this debate the weakness of the negative lies in the fact that they will hardly be able to defend the present system of radio control in the United States. Very few unbiased authorities in this country will admit that the present system is all right. Practically all authorities state that we need several changes. It is this need for change that will make the negative case weak. This is because this need for slight changes will force the negative to present a new plan to take the place of the present plan in this country. When the negative do this they are assuming a burden of proof just the same as the affirmative, and must then be on the offensive as well as the defensive side of the argument.

This is the third of a series of debate articles by Mr. Gibson. A fourth will appear next month.

The Hi-Y Meeting

C. R. Gilbert

THE STANDARD for judging any organization's meetings should be the aims and purposes of that organization itself. Hi-Y is certainly no exception to the rule.

At the beginning of each meeting of older boys' groups many leaders insist on having devotions, but it is more successful to have the minutes of the last meeting at that time. By this method the boys have an opportunity to become quieter and last minute arrivals don't miss an impor-

tant part of the meeting. This simple change in technique will remove many difficulties.

Devotions are the most neglected part of nearly every organization's meeting. This also applies to Hi-Y, even though its devotions are and should be superior to those of many other organizations. Far too often the member leading devotions secures a Bible before the meeting and reads a hastily selected passage. The re-

sult: The members fail to hear or understand what is read. Due to previous disappointments, members often do not give close attention.

The remedy is simple. A first essential is conscientious preparation in advance. Spontaneous devotions have been run in the ground. Who can become worshipful during an unsuccessful attempt to hear and understand what the reader is saying? And if he does hear what is said, too often the boy reading the scripture, quickly closes the Bible, mumbles a short prayer and sits down.

One excellent devotional period we had in Senior Hi Y was carried out thus: The boy read several verses of scripture. He read so we could understand and enjoy it. He knew how to pronounce all the Biblical terms without fumbling. After reading the scripture, he commented on its application to our daily lives. The period ended with sentence prayers by several members.

In the smaller Clubs the leader of devotions can often ask for comments from the members. Religious pantomimes and dialogues are very effective if well prepared, but it is seldom advisable to attempt more than two or three each year. Each Club must fit its own needs as efficiently as possible. I feel that devotions are in need of more urgent attention than any other part of the Hi-Y meeting.

General business, both old and new, is best placed next in order at the Hi-Y meeting. Committee reports, picnics, banquets, rifle team scores, and many other matters too numerous to mention are dealt with during this period. Great care must be taken to see that valuable time isn't wasted by unnecessary debate. The Club's president needs keen judgment and a generous quantity of common sense and tact to know when a discussion should be stopped and how to do it without seeming autocratic. Some presidents can by suggestion be taught the simple technique of turning projects and problems over to appointed committees, selecting members most interested in each case.

Many Hi-Y meetings make no provision for relaxation. A sad mistake! Once the general business has been completed in our Club, some boy or group of boys say, "Let's sing." Then with some one at the piano every boy in the Club (including the sponsor) forgets his troubles and just sings.

What do we sing? Our songs are really of four classes: First, songs of a religious and patriotic nature, such as "Battle Hymn of the Republic" and "America;" second, old favorites, such as "Old Black Joe;" third, romantic or love songs, such as "Let Me Call You Sweetheart" and "Carolina Moon;" and fourth, plain nonsense songs, a special favorite being:

MY HIGH SILK HAT

(Tune of Funiculi, Funicula—Key C)

The other day I wore into the subway
My high silk hat, my high slik hat.
I put it down upon the seat beside me
My high silk hat, my high slik hat.
A big fat lady came and sat upon it
My high silk hat, my high slik hat.
A big fat lady came and sat upon it
My high silk hat, my high slik hat.
Christopher Colombo, what d'ye think of that?
A big fat lady sat upon my hat.
My hat she broke, now what's the joke?
My hat she broke, now what's the joke?
Christopher Colombo, what d'ye think of that?

Some well-meaning people are inclined to condemn these nonsense songs as having no place on a Hi-Y program, but I recommend them. Boys like them and they produce excellent Club fellowship and harmony. Remember that Hi-Y is for high school boys, not for adults. Complete relaxation is badly neglected in this fast stepping, modern world. Hi-Y attempts to correct the deficiency.

One day we invited the Dean of Girls to visit our Club. Said she, "Some boys sing in here who I never knew before could sing at all." I remember Donald. When he joined Hi-Y he just wouldn't sing. No one said a word to him. I watched him. At his third meeting I happened to look his way. You should have heard the "barber shop harmony" and have seen his big grin.

Every meeting should have its meaty side. The eternal question is: Shall it be a discussion meeting or shall there be a speaker? The answer is to have reither type of meeting all the time. Hi-Y Clubs in cities can have more speakers for the very simple reason that they have a greater choice than Clubs in smaller towns. Here is a list of a few outstanding speaker type meetings which we have had:

1. A teacher told of her trip to Europe.
2. A former World War Y. M. C. A. Secretary gave an Armistice Day talk.
3. A store manager discussed the gro-

cery store—past, present and future.

4. A packing company representative gave an entertaining and instructive talk on the packing industry in two meetings.

5. A former resident of Ireland gave a lecture, illustrated by slides, on his native land.

6. The head of the United States Bureau of Mines talked for two meetings on First Aid.

7. A leading minister talked for four meetings on the outstanding religions of the world.

8. A city manager talked on "Meeting the Public."

Topics for discussion meetings are not hard to find, but good discussion leaders are. The larger the Club the truer this is. Two excellent ideas for discussion meetings are:

1. What kind of a world do you want in 1950? (a) What kind of politics do you want? (b) What kind of a world do you want economically? (c) What kind of social customs do you desire? (d) What moral situations do you want? (e) What type of domestic relationship? This idea will do for a series of two to five meetings.

2. Personal Growth. This topic can be developed to suit the Club and the discussion leader. We used the idea for a four-meeting series.

We always see to it that our speakers know well the subject about which they are to speak or for which they are to furnish the discussion leadership. Often

meetings are ruined by speakers, who, had they been thoroughly investigated in advance, would never have been asked to talk. Selection of speakers for boys demands real care. Too often leaders are negligent. Boys demand and deserve the best.

Frequently speakers with a lack of information try to moralize too much, often with the approval of the sponsors. Boys soon become tired and disinterested with moral speeches. Real moral training for boys comes from living examples and not from preaching.

Boys should be allowed to handle the details of their own meetings through the Cabinet. The sponsor's place is to advise, to concentrate on principles and technique and to "double check." I always see that I have a copy of the program in advance to be certain it is prepared and to teach the Program Chairman to organize detail. However, I generally know the major features of each program from discussion at Cabinet meetings.

Finally, if the sponsor is careful to stress the duties of the different officers, the Club will more likely elect an efficient, capable and conscientious Program Chairman, thus assuring good programs for the Club's meetings.

This is the third of a series of articles on Hi-Y, by C. R. Gilbert, who is sponsor of Hi-Y clubs, Bartlesville, Oklahoma. Another article of the series will be given next month.

Thanksgiving

Lena Martin Smith

KATE DOUGLAS WIGGINS had one of her fictitious characters say, "Ain't you glad you ain't got a hair-lip!" and that reminds us of the fact that as teachers and sponsors we have the duty of hunting out the things that we as school people have to be thankful for, even if we have been cut like a jig-saw puzzle, or have been given warrants that cannot be cashed. (After one has listened to a lecture by Will Durant or Carveth Wells on Russia, or read Pearl S. Buck's description of the famines of China, some of our personal hardships as teachers and students in America

fade into almost as humorous comparisons as Mrs. Wiggin's hair-lip.)

Thanksgiving solves its own celebrations as a rule for football men who have annual games on that day, but the hardy squad of athletes is only a small percentage of our entire student body. Thanksgiving programs in the grades or the grade classrooms often take the form of cutting out turkeys and coloring them, or dressing up like the Puritans and having a little drama around a make-believe campfire with the Indian war-whoops and the great play of dining joyfully upon a

few grains of corn. These symbols are often used among older groups too in place cards and games,—one place card, we especially remember which was made by sticking a half dozen grains of corn on the card above the name and lettering in "This would have been your share of the first Thanksgiving."

Another factor that enters into the Thanksgiving season is the limited time for any extra rehearsals or preparations. It follows close upon Hallowe'en and is in the very dawn of the Christmas season.

Nevertheless, it is a significant time of the year. No other celebration can take the place of this crowning of the harvest, this day of remembering to count our blessings. For the busy high school sponsor who wishes to have at hand some materials that might be used advantageously for a Girl Reserve program, for a special Thanksgiving assembly, for a pageant hurriedly assembled as a school community program, for a project in English, in American history, in the speech classes, or for any other club activity which is placing some special emphasis upon Thanksgiving, we have the following well-known materials to suggest. Each group has thanksgiving thoughts which appeal to older minds than those interested in objective play-pictures, but not too serious or too old for the contemplation of high school students. Sponsors and students will readily think of original schemes for using these familiar materials and the assembled facts.

OPPORTUNITIES FOR WHICH WE MAY BE THANKFUL AS EXPRESSED BY OUR POETS:

Four Things	Henry Van Dyke
Friends of Mine	James W. Foley
Just Be Glad	James Whitcomb Riley
Opportunity	Berton Braley
Unsubdued	S. E. Kiser
Work	Angela Morgan
How Did You Die	Edmund Vance Cook
A Lesson from History	Joseph Morris
Rabbi Ben Ezra	Robert Browning
The Answer	Grantland Rice
The World Is Against Me	Edgar A. Guest
Pippa's Song	Robert Browning
Ownership	St. Clair Adams
The New Duckling	Alfred Noyes
"Might Have Been"	Grantland Rice
The Joy of Living	Gamaliel Bradford
There Will Always Be Something To Do	Edgar A. Guest
Philosophy for Croakers	Joseph Morris
Po'lonius' Advice to Laertes, William Shakespeare	

Opportunity	Walter Malone
My Philosophy	James Whitcomb Riley
Work	Henry Van Dyke
Start Where You Stand	Berton Braley
A Hopeful Brother	Frank L. Stanton
A Song of Thanksgiving	Angela Morgan
Resolve	Charlotte Perkins Gilman
Self-Dependence	Matthew Arnold
Today	Douglas Malloch
The Things That Haven't Been Done Before	Edgar A. Guest

One of These Days	James W. Foley
My Triumph	James Greenleaf Whittier
To Those Who Fail	Joaquin Miller
Helpin' Out	William Judson Kibby
The Grumpy Guy	Giffith Alexander
To Youth After Pain	Margaret Widdemer
Hold Fast	Everard Jack Appleton
Swellitis	Joseph Morris
Cares	Elizabeth Barrett Browning
What Dark Days Do	Everard Jack Appleton
It Wont Stay Blowed	St. Clair Adams
Victory	Miriam Teichner
This World	Frank L. Stanton
A Poor Unfortunate	Frank L. Stanton
If You Can't Go Over or Under, Go Round	Joseph Morris

Selected from *It Can Be Done*, a collection of poems of inspiration, collected by Joseph Morris and St. Clair Adams.

(May be found in other collections.)

THANKFULNESS IN THE ANCIENT TIMES OF THE BIBLE:

Thank	John 6:23
Luke 6:32	Acts 27:35
I Chr. 16:4	Rom. 14:6
I Chr. 16:7	1 Cor. 11:24
I Chr. 23:30	1 Cor. 14:17
I Chr. 29:13	1 Cor. 15:57
Dan. 2:23	2 Cor. 1:11
Mat. 11:25	2 Cor. 2:14
Luke 17:9	2 Cor. 8:16
Luke 18:11	2 Cor. 9:15
John 11:41	Eph. 5:20
Rom. 1:8	1 Thes. 3:9
I Cor. 1:4	Heb. 13:15
I Cor. 1:14	Rev. 4:9
I Cor. 14:18	Thanksgiving
Phil. 1:3	Isa. 51:3
1 Thes. 2:13	Jer. 30:19
2 Thes. 1:3	Amos 4:5
1 Tim. 1:12	Jonah. 2:9
2 Tim. 1:3	2 Cor. 4:15
Phile. 4	2 Cor. 9:11
Thanked	Lev. 7:12
2 Sam. 14:22	Lev. 13:15
Acts 28:5	Lev. 22:19
Rom. 6:17	Neh. 11:17
Thankful	Neh. 12:8

Psa. 100:4	Neh. 12:46
Rom. 1:21	Psa. 26:7
Thankfulness	Psa. 50:14
Acts 24:3	Psa. 69:30
Thanking	Psa. 95:2
2 Chr. 5:13	Psa. 100:4
Thankworthy	Psa. 107:22
1 Pet. 2:19	Psa. 116:17
Thanks	Psa. 147:7
Neh. 12:31	Phil. 4:6
Dan. 6:10	Col. 2:7
Mat. 26:27	Col. 4:2
Mark 8:6	1 Tim. 4:3
Mark 14:25	1 Tim. 4:4
Luke 2:38	Rev. 7:12
Luke 22:19	Neh. 12:27
John 6:11	2 Cor. 9:12

SOME FACTS FOR WHICH WE MAY BE THANKFUL:

Thirty years ago we would have had to go to a special school, college, or pay a private tutor, if we wished to study type-writing, shorthand, music, drawing, manual training, home economics, agriculture, civics, commercial law, general science, biology, botany, zoology, or Spanish.

Thirty years ago only one out of every fifteen of high school age could go to high school. The other fourteen were put to work to help earn the family income, usually. Today half of the boys and girls of high school age are in high schools provided by Uncle Sam. In no other country in the world are there so many young people of high school age in school.

If we had been born two generations ago, our future occupation would have been chosen for us. Today, we are free to choose a future occupation and work toward it. There are no fields of service completely closed to an American child, whether he be rich or poor, and our schools are helping him to prepare for the work of his choice, whether it be in the professions, in agriculture, in art or in business.

It is said that in Boston in early school history there was an average of sixty floggings a day in the schools of six hundred pupils. If our high schools of today had to flog one out of ten every day, a lot of time and energy would be required.

Only two generations ago, there were very few schools of higher learning open to women. Today the women of America have just as great opportunities for education as men.

Only the perfectly normal girl or boy could receive an education a few decades ago. Today we provide schools for the ones who are unfortunate in being blind, deaf and dumb, or crippled,—even for the feeble-minded.

Education was first thought of as useful only to men who wished to go into the professions, but today Uncle Sam has extended opportunities for laborers of all classes to learn the best that is known about their trade and at the same time gain a knowledge of literature and music and art for his use in leisure time.

We do not need to rely on hearsay today to compare facts. We have many records. Bright students of a generation ago sometimes compare themselves with dull students of today and with that information criticize schools. It has been proven that the children of today read nine times as many words and facts in the first six grades as they did in 1898. Several adults have taken high school courses by the side of high school students today and have readily admitted that the methods of education have greatly improved. Because high school students are happier in their work is no sign that they do not advance as much as did the struggling student of a generation ago.

There is less chance of the genius being forced out of school today than there was in the youth of Edison. Teachers are thinking of the pupil today as well as the subject to be taught and unusual students are not left to their own misery, but are studied as individuals.

Parents and teachers are organizing into groups for the purpose of understanding the ways in which they may be of mutual service in the progress of education.

Grandfathers think of automobiles as "fads and frills" because they cannot drive them and are afraid of their speed. Some of the citizens who have no children in the schools and do not understand the changes in the courses of study think of them as "fads and frills." In the communities where parents and teachers are all working for education, schools are not slashed to pieces on the idea of "fads and frills" but a real study of the whole community economy is made, so that the schools are not required to go back to "horse and buggies" while the other tax-paying officials still ride in automobiles.

We are truly thankful for the new and wonderful means and methods of education that our ancestors have brought to us in the century of progress. Our world has been extended to include all the earth and much of the heavens, while our grandfathers lived in a community bounded by a few miles.

We are truly thankful for our parents' faith in education and their desires that we may have more years of study than was possible for many of them before they were required to work for self support. We also recognize that our parents have continued their own education after school years through experience and private reading.

SONGS OF THANKSGIVING

America, the Beautiful
Columbia, the Gem of the Ocean
America for Me
Battle Hymn of the Republic
Flow Gently Sweet Afton
The Old Oaken Bucket
Merrily, Merrily (round)

My Old Kentucky Home
When Johnny Comes Marching Home
There's Music in the Air
Rig-A-Jig
Blest Be the Tie
The Lord Is My Shepherd
Joy to the World
Come Ye Thankful People
Now Thank We All
Doxology
Lovely Evening (round)
So Say We
Perfect Day
Those Evening Bells
Santa Lucia
Morning Prayer
I Will Sing a Lullaby
Singing In the Rain
Safely Through Another Week
Come Thou Almighty King
Comin' Thro the Rye
The Battle Cry of Freedom

(Selections from **Golden Book** and **Sociability Songs**, for Community, School and Home.)

As an Altus Debater Sees It

Roy Henry

WHEN ASKED about the experience of being a member of a national debate championship team, I hardly know how to begin. To relate all the incidents leading up to our final victory would be an impossible task. I shall undertake only to tell of a few major impressions I received during the debate season and of a few thrills of the season's finish.

If the work leading finally to the national championship can be said to have a definite beginning, it would have to be with the efforts of the National Forensic League. Without the national tournament sponsored by that national forensic honor society, there would be no national championship. Yet its greatest work lies in the help and encouragement it gives its local chapters where students get training and vision in the field of debate, oratory, and public speaking.

Needless to say, our experience in interscholastic debate leading up to the national tournament gave us confidence that we had local support and a good debate coach if not some talent in debate. Those fac-

tors plus a willingness to work brought about events, that, while not outstanding then, now appear as essential links in a chain leading to our championship.

We entered the National Tournament with the gravest of misgivings. We were surprised that we were there. We had not really hoped to place in the state meet, much less to win first place. We did believe, however, that we had as good a case as was possible for us to make and that our material was as broad in scope as that of any other team. Yet we were painfully conscious of our great weakness in delivery.

We went into the national tournament with but one idea. We intended to win as many debates as possible, to stay in as long as we could and to make a good record, so as not to disappoint the folks back home who sent us. We tried desperately to win each debate we entered.

Debate followed debate. In only two of our seven debates did we get all the decisions. And the contests were close enough to warrant just such close deci-

sions. We always maintained faith in our case, but we also knew that we won by the slightest margins and we could have lost a debate without feeling cheated. We were lucky, extremely so.

The final debate was held in a studio, with only the judges and a few spectators. Everyone was tense. It would not be exaggeration to say that everyone was on the verge of hysteria. Of my part in the debate I remember but one thing: that I moved the microphone out of the way so that I could see the judges. Of the part of the opposition, I only remember that I almost cried when Jack Campbell, of Hutchison, started his last affirmative rebuttal. But the decisions were in to the chairman almost by the time the debate was over. We had won—by a three to two decision.

We could not shout. We were in a broadcasting studio. But after that first moment of exuberance had passed, we were excited no more. The whole tournament had been a dreadful grind—periods of suspense and fear. Consequently the let-down after victory was too much. For

three days all of us were mentally lethargic and somewhat ill physically. When we were not quarrelling half-heartedly, we were sulking. We became upset and irritable at the slightest provocation. We were just too worn out to be ourselves.

There followed a period of unrestrained joy—our arrival home. People began to meet us two hundred miles from home. A parade two miles long formed. We were welcomed by the whole town. The entertaining lasted three weeks. Then we were sent on a three week's trip to Washington, New York, and Chicago by the people of our home city.

Today, months after the tournament, we feel that nothing has happened. The whole thing seems like a hazy occurrence of years ago—a dream perhaps—and we have to look at our medals and trophy to be sure we went through it all and won.

And now a new debate season is upon us.

Roy Henry is one of the distinguished members of the National Championship Debate Team of Altus, Oklahoma.

Who's Who in Extra Curricular Activities

PAUL W. TERRY—Every crusader in fields extra curricular confesses to a hobby . . . one aspect which to him is more compelling than all others. With Dr. Paul W. Terry it is *student government*.

"The American people," he declares, "need a far more practical training in government than the school has ever been able to give them as yet. Practice in school in government participation is one of our best means.

"Our students must study current questions that are agitating the people; must watch political activities, campaigns, problems and works in their own communities. They can run the social life of the school like an adult community—only better—under the guidance of the trained leader-teacher, who after all is the best exponent of American democracy in the country."

Paul Terry, born in '87 at Nashville,

has consistently favored southern states for his early training and experience. After a B. S. at Vanderbilt University, he taught French and German in Mississippi A. and M. College for a year, and then for three years headed the department of English in the Sherman, Texas, high school. In the spring of 1915 he received the M. A. degree from Teachers College, Columbia. During the two years before the United States entered the Great War, Dr. Terry headed the department of education at Dallas (Texas) in the Southern Methodist University.

For two years his war service included infantry, artillery, and psychological services. In 1920 he completed a Doctorate at the University of Chicago.

Four years in the University of Washington, and three as professor of education at North Carolina—then Paul Terry settled in 1927 at the University of Alabama, from which his only departures

have been summer school lectureships in Texas, Missouri and Ohio State.

His memberships include such national groups as the Society for the Study of Education, the Society of College Teachers of Education, the Association of Secondary School Principals, the Educational Research Association, and the Committee on Research in Secondary Education. He belongs also to Phi Beta Kappa and Phi Delta Kappa.

To Dr. Terry's credit are eighteen articles in the most "uptown" educational publications—*Journal of Educational Psychology*, *School Review*, and others. Valuable are his selected references on the Extra Curriculum in 1932—*School Review*, April 1933.

He prepared three chapters on *Extra Curricular Activities* in the Twenty-fifth Yearbook; wrote a book on this same subject in the junior high school; put out in 1930 a McGraw-Hill volume on supervising extra curricular activities. Dr. Terry seems to have more than a chance interest in the junior high school movement, for many of his books deal with this administrative unit of education. His first monograph seems to have been *How Numerals Are Read*, from the University Press in Chicago.

Such key words as these from his imposing list of titles, show the breadth of

Dr. Terry's approach: School savings bank; a citizenship adequately informed; international good will; housing accommodations for schools; legislation; training programs for teachers; problem tests in educational psychology; modernizing education; the reading problem in arithmetic. As a matter of fact, Dr. Terry's great hue and cry is for broadly educated men and women with the best social backgrounds in our country, to be teacher-leaders of extra curricular activities. They must be, he feels, generally educated, and then all specific training for their specialties to professional training for teaching. They are not truly professionally trained, he declares, until they understand the place of activities in the educational scheme.

"The curriculum," concludes Dr. Terry, "is no more fundamental than the extra curriculum, but like it, is indispensable and basic. We look to the curriculum for the intellectual training for participation in citizenship duties."

In a "thumb nail sketch" like this, it is not possible to give the complete picture; but Dr. Terry's listing in the *Biographical Directory of Leaders in Education*, *Who's Who in American Education*, and *Who's Who in America*, gives one a hint of his high professional standing.

A Pilgrim Thanksgiving

Emma Florence Bush

A Simple Play for School or Community Gatherings

Characters

REVERENCE, a pilgrim girl of sixteen
TABITHA, a pilgrim child of six
FAITH, a pilgrim maiden
REPENTANCE, a boy of fourteen
THOMAS BREWMAN, their father
MISTRESS BREWMAN, their mother
QUAMERACK, an Indian

Scene

Interior of a Pilgrim kitchen. A fireplace, made of boxes painted to represent stone, holds a fire which may be made from crepe paper, cut and pasted against the boxes of the fireplace. Over the fire

an iron pot hangs from a three-legged crane. Over the fireplace is a shelf, on which stand a couple of pewter candlesticks (or tin may be used), a few thick white plates, and a china jug.

A plain pine table stands in the center of the room, and two pine benches stand against the wall on each side of the fireplace. Plain mission chairs stand here and there. At one side is a plain chest of drawers.

Costumes

All wear costumes of pilgrim times, except Quamerack, who is in full Indian cos-

tume, blanket, feathers, and wears a wig of long black hair.

As the curtains part, Mistress Brewman, a pleasant faced woman of about forty, sits with little Tabitha on her knees, near the fireplace. Repentance is brushing up the hearth with a twig-broom, Reverence is putting some simple dishes on the table. From behind the stage the hum of a spinning wheel is heard all through the scene until Faith is called in. Tabitha holds a strip of knitting in her hands.

MISTRESS BREWMAN (*taking Tabitha's knitting and looking at it closely*). There, child, 'tis fairly well done. Soon you will be able to knit a stocking as well as any of them. But you must learn to hold the needles. (*Takes needles and places them in proper position for knitting.*)

TABITHA. But, Mother, I cannot knit when I hold them that way. The needles fly this way and that. Do let me hold them as I can best.

MISTRESS BREWSTER. Tut, tut, little Tabitha. There is only one right way, and you must learn that. I fear me that until you do you will never learn to knit as well as Reverence does.

(*Tabitha takes knitting and makes a great time of trying to hold needles as told, pouts a bit, and keeps glancing at Mistress Brewman, who lost in thought pays little attention to her.*)

REVERENCE. I do but set the table to pass the time, Mother. When do you think father will be here? What can be keeping him?

REPENTANCE. It is three days since he went away, and he was to be back on the morrow. Never before has he stayed so long from Plymouth. Do you think that aught can have happened to him? I wish I might go and look for him.

MISTRESS BREWMAN (*putting Tabitha off her lap, and pacing up and down the floor*). I cannot bear to think. I can only hope and pray. This is Thanksgiving Day and he would surely be here if all were well. Even if he brought back no food for us from the forest, still he would come himself to share our porridge.

REVERENCE. I am always afraid of the Indians. Some of them seem gentle and kindly, but many of them look fierce. I think sometimes they like not our coming to these shores. And then there are so many things that can happen. The snow is deep, and the cold is bitter. He may have been hurt and be lying in the forest,

he may have tried to ford a river and been drowned—

(*Mistress Brewman gasps, and collapses in a chair. Little Tabitha runs toward the exit, crying, "Faith, Faith, Faith." The sound of the spinning wheel stops and Faith comes in.*)

FAITH. For shame, Reverence. Has not our mother enough to bear without thy silly prating? (*To Mistress Brewman*) Now, Mother, give not way. Do you not know that our father is safe in God's keeping? And 'tis Thanksgiving Day. I feel he will be here. I will spin no more. See, Mother, I will take your place here and you shall go and sleep. I know you never closed your eyes last night. (*Leads Mistress Brewman off stage.*)

REPENTANCE. What ails you, Reverence? What things to say! Do you not think that Mother has thought of all those things. Father is brave and strong and cautious, and as for the Indians, always at this season of the year they seem more kind. They say they remember the big Thanksgiving feast on that first Thanksgiving Day. Faith is right. Father will be here yet.

(*Re-enter Faith. She puts her arm around Reverence, who has begun to cry while Repentance is speaking.*)

FAITH. Nay, now, Little Sister, you must be brave. Come, let us believe that all will be well. While Mother rests we will show our faith that all is well. We will set a place for father at the table.

TABITHA. And a guest, Faith, a guest. (*She stops her struggles with her knitting which she has been engaged in at intervals, drops it on the floor and runs to Faith, who puts an arm around her.*) Oh, Faith, do you think Father will be here? Reverence really did not mean those things did she.

FAITH. No, indeed, she was only tired out with the suspense and waiting. Come now, let us guess what there is in the pot for dinner.

REPENTANCE. I know. It's porridge. (*Breaks out and for a minute speaks out as if he had lost control of himself*). I am sick of it. I am sick of eating nothing but porridge and what meat can be brought from the woods. I am sick of this worrying all the time for our safety and those near and dear to us. Reverence, don't cry any more. I am at heart no better than you are. Listen, here comes mother. Dry your tears, sister, and let us pretend

for her sake what we do not feel.

(*Reverence, who has been crying quietly, puts away her handkerchief, and goes toward the fireplace as Mistress Brewman enters the room again.*)

FAITH (*playfully*). Wrong, naughty boy, wrong. I will give you three guesses, only two, for one was wrong.

TABITHA (*jumping up and down and clapping her hands*). Oh, Faith, is it corn pudding?

MISTRESS BREWMAN. Quiet, little Tabitha. Such actions become not a Pilgrim child. Yes, it is corn pudding. I made it thinking your father would be here. (*Sighs.*)

REPENTANCE. What a Thanksgiving we will have. Soup from the bones of the squirrel I killed the other day, plenty of corn bread, and good corn pudding. Corn is the Pilgrim's friend.

(*Knock on the door. It opens and Thomas Brewman enters. A turkey is thrown over his shoulder, and he assists a limping Indian over to one of the benches by the fireplace.*)

THOMAS BREWMAN. Sit there, friend, and we will have that leg dressed directly. (*To Mistress Brewman*) A poor Indian, wounded by a trap buried in the snow. I found him trying to crawl to shelter. That is why I am so late. I knew you would worry, but we could come no faster. Come, Mistress, hasten. Water good and hot and clean lint and linen to bind the foot. (*Strips moccasin from Indian's foot.*)

REPENTANCE. Why, 'tis Quamerack!

THOMAS BREWMAN (*busy dressing foot of Quamerack*). Yes, 'tis Quamerack.

REPENTANCE. But he has ever sought to stir the Indians against us, and you bring him here, father.

(*Quamerack scowls fiercely. Little Tabitha runs to Faith and hides her face in her skirt. Thomas Brewman shakes his head at Repentance, as he finishes tying the bandage around Quamerack's foot.*)

THOMAS BREWMAN. All Indians are our friends, Repentance. Some of them do not understand, but Quamerack knows now we are his good friends.

QUAMERACK. Quamerack never forget.

THOMAS BREWMAN. I had to walk miles before I caught sight of any game. The snow is deep, and it is cold. I broke the ice in a pond and dropped in a stout line and caught three fish. I was coming home with those when I saw this turkey

(*points to turkey which he had dropped on floor when he first came in*). I finally got near enough to shoot it. Our Thanksgiving dinner will be late, but do you, Repentance, hasten to prepare it ready for your mother to roast, while I make Quamerack more comfortable. (*He helps Quamerack to a place in front of the fireplace, goes to chest of drawers and takes out big comforter which he spreads on the floor, then motions to Quamerack to lie down.*) What a feast we will have. Fish and turkey and some of the good soup I know your mother has ready in the pot.

TABITHA. It isn't soup, father, it is corn pudding.

REPENTANCE. Oh, Tabitha, that was a secret.

FAITH. Never mind, Tabitha. 'Twill taste just as good as if father did not know it was coming.

QUAMERACK. Quamerack kill deer in woods. Tomorrow tell you where to go get.

TABITHA. A deer! A whole deer!

THOMAS BREWMAN (*patting her cheek*). Yes, Little Maid, this is a true Thanksgiving Day. We will keep it with our good friend Quamerack as our guest. With all the food we now have we need not dread the long cold winter. The Lord will still provide as He has today. Let us kneel and thank Him for such a bounteous store.

(*Kneels on the floor, Mistress Brewman kneels beside him, and the others group on their knees around them. Quamerack raises himself on his elbow to watch.*)

(CURTAIN)

LUCKY CHAP, Daniel in the lions' den—didn't have to make an after-dinner speech! If you are asked to give a talk and it makes you panicky, write me an S.O.S. I'll send it to you ready to give.

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Christmas Light

Amy Clarke Bone and Gwendolyn Bone Bradley

A Play in One Act

Cast

JOHN HILBERT, the father
ALTHEA HILBERT, the mother
ALLEN HILBERT, boy (eight)
SHIRLEY HILBERT, girl (six)
SELF, large burley man
SPIRIT OF CHRISTMAS, small young lady
SANTA CLAUS, kindly, good-looking
OLD MAN, OLD WOMAN, POORLY DRESSED
BOY AND GIRL, BOY ON CRUTCHES
CAROL SINGERS

Costumes and Characteristics

John Hilbert, small, dark-complexioned man of forty; wears a house jacket. Stern, domineering appearance.

Althea Hilbert, sweet, pretty woman of thirty. Wears good-looking modern dress, coat, and hat.

Allen Hilbert, fair like his mother. A regular boy, well-dressed. A little afraid of his father.

Shirley Hilbert, shy, little dark-eyed girl of six. Shrinks from her father. Daintily dressed, coat and hat.

Self, large rough-looking man, domineering. Loudly dressed. Swaggers as he walks.

Spirit of Christmas, small, fairy-like girl or young lady, blue eyes, golden hair. Wears lovely, ethereal robe of pale blue, thin material, draped in graceful folds. Sparkling, silver, elusive ornaments flash in her costume. Her crown and wand are both silver, star-tipped.

Santa Claus. Rosy and cheerful, without his pack. Just good-looking and kind.

The Old Man, Old Woman, Boy, Girl, and Boy on Crutches are all poorly, and thinly clad. All appear cold and hungry.

Carol Singers. May wear vestments or wraps.

Incidental Properties

Newspaper; Roll of bills; Trimmed and lighted Christmas tree, with toys including large and small doll, sled, whip, dishes; Small wrapped package, to represent a necklace set; Wand and crown for Spirit of Christmas.

Living room of Hilbert home, well-furnished. Library table, center; beside it a

reclining chair. Doors right center and down left. French doors up center. Windows up right and up left. Settee left center. Fireplace down right. Telephone, table, and chair are right of door down left.

Mr. Hilbert is comfortably seated in the easy chair, reading newspaper. Mrs. Hilbert, Allen, and Shirley, wearing wraps, enter right center.

MR. HILBERT (*looking up*). So you intend to go anyway, in spite of all I have said?

MRS. HILBERT (*pushing children down left*). Please, John,—. We have gone over that subject enough. (*firmly*.)

MR. HILBERT. But remember that it isn't settled, by any means. I will not have these children told a lot of lies about a Santa Claus who comes down the chimney—(*Brings fist down suddenly on table. Children jump.*)

ALLEN (*stoutly*). They are not lies!

SHIRLEY (*half crying*). I want to see the Christmas tree.

MRS. HILBERT (*shoving children through the door*). You shall see the tree, darling. Mama will be out in a minute. (*Closes door*.)

MR. HILBERT. There you go—

MRS. HILBERT. Stop! I promised you that WE would not have a tree. We are not going to have a Santa Claus either, but I will take the children to the entertainment tonight; and I am going to give them a few presents tomorrow.

MR. HILBERT. All right! But tell them that you gave them the presents. None of that foolish deceit.

MRS. HILBERT. Oh, John, I do wish that you—but never mind. I—they are going to see the Christmas tree at the church anyway. I want them to learn the true meaning of Christmas.

MR. HILBERT. Yes! Fill their heads with all that trash that I am trying to keep out.

MRS. HILBERT. I must go or we shall be late. I am sorry that you have forgotten that you were once a child. (*Exit down left.*)

MR. HILBERT (*alone*). Forgotten. I never had any childhood to forget. (*Musing*) I worked like a man when I was Allen's age—never had any Christmas—. Oh, well, I am just as well off, I suppose. (*Adjusts the chair*) I shall have to shut down on Althea though. She doubtless means all right, but she is spoiling those children. Santa Claus—nonsense! I intend to raise MY children as they should be raised. (*Takes up paper, clock ticks, he yawns.*) I had a hard day at the office. All the beggars in the city were out in force today. (*Music is heard in the distance, as from a pipe organ. He leans back.*)

(*Large burly-looking man enters right center, unseen by Mr. Hilbert, and stands behind him.*)

MR. HILBERT. Sometimes I wonder if I am mistaken after all.

MAN. Don't weaken now after all you have said and done.

MR. HILBERT (*turning quickly and rising*). How did you get in here?

MAN (*surprised*). Why, I have been here all the time. I came in when you did.

MR. HILBERT (*advancing toward the man who is much larger than he*). What are you talking about? Who are you, anyway?

MAN. You ought to know who I am. I am Self—the one your family and the world sees and knows. How do I look to you? (*Throws out chest.*)

MR. HILBERT. Do you mean to say—that I am—that you are—Nonsense! I do not look like you. I should say not! In the first place you are much larger than I am, and—

SELF. Yes, that is true. Your Ego is always much larger than you are. Every man's Ego is greatly inflated. I am the self that brings you worldly success. I just knock down, walk over—anyway to get there. It's the money that counts, not the way you get it. You know—that's our motto! *Self! My way is always right. My word is law.* (*Walks around importantly.*)

MR. HILBERT. So *that's* the way I look!

SELF (*Looks toward the window up left. Laughs coarsely. Points.*) Hey! Take a look at some of those beggars who were annoying you today. Some of them will not be able to bother anybody much longer.

MR. HILBERT (*Looks, and half starts toward the window, where an old man is supporting a thin little old woman.*) Why, they look like my—father—and mother—

only—they are gone. They are cold and hungry.

SELF. What do you care? That's the old man who came to the office for work today, so he could feed the old woman. (*Laughs heartlessly.*) WE drove him away. WE couldn't be bothered. They are going now anyway. (*The old couple move slowly by the window.*)

MR. HILBERT (*anxiously*). But there are others! (*Two ragged children, a boy and a girl, appear at the window, and press faces against the pane. Behind them is a boy on crutches.*) He looks like—my boy—

SELF. Don't you remember them? WE sent them all away today. WE didn't have time to listen to their hard luck stories. WE were busy. Your parents didn't have to beg, nor your son either. (*Waves hands at pinched faces at window.*) Go! Or I'll call the dog!

MR. HILBERT. Stop! (*To Self*) Wait! (*Rushes to window, and opens it.*) Bring that old couple back, and wait! (*Turns to Self who is shrinking toward the door right center.*) So you represent the man that I am? You are a fine man, you are! That's the way I look to my wife and children, is it? The World sees YOU when it looks at me? Well, it will not see you any more, for I am going to kick you out—right now! (*Rushes toward Self who stumbles, falls, and creeps out the door.*) Now stay out forever! (*Closes door, stands looking at the ones returning to window.*) Suppose they were my loved ones? "Love one another." I heard that when I was a child, but I seem to have forgotten it.

OLD WOMAN (*outside*). Why did he say to come back? I am so—cold—and tired—and hungry. (*Leans heavily against Old Man.*)

THE CHILDREN. Can we help, Mister? We are cold and hungry, too, but we are young. (*They try to help support the Old Woman.*)

BOY ON CRUTCHES. Christmas is a hard time for the unfortunate.

MR. HILBERT (*Draws roll of bills from pocket.*) Here, old Couple, buy something for your Christmas with this. (*Hands bills.*) You children take this and buy something to eat and wear. All of you come back after Christmas and I will find work for you.

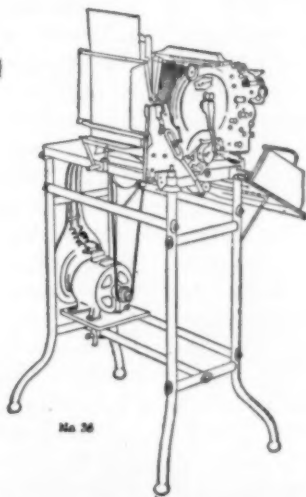
OLD MAN. Thank you and may God bless you. We are all His children. (*Chil-*

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dren joyfully express thanks, then all move on saying "Merry Christmas!")

(As they leave, a golden light streams in through the window and falls on the Spirit of Christmas who enters silently down left. The Spirit of Christmas should wear a soft, pale blue robe dotted with silvery, sparkling light. She is a fairy-like creature with a star-tipped silver crown and star-tipped wand.)

MR. HILBERT (Turns and gazes at her—walks slowly toward her. She smiles.) You—who—who are—you?

SPIRIT OF CHRISTMAS (happily). I am the Spirit of Christmas. Your kindness to the needy ones brought me to you, for cheerful givers give life to me. Then I come to give happiness to the giver as well as the receiver. (She turns and points her wand toward the window up right. A red light streams in through it. Santa Claus appears at the window.) Come!

MR. HILBERT (whirling sees the smiling face of Santa Claus). Santa Claus! And I—I—

SANTA CLAUS (Opens window and enters room.) I know I was forbidden to come to this house—but she called me. (Pointing toward the Spirit of Christmas.)

MR. HILBERT. Of course, I know that there is no such thing as a Santa Claus, but—but—(with a slight return of his old manner) You forgot to come the proper way. (Pointing to fireplace.)

SANTA CLAUS. That is the fairy story that children love—that all should love. You are too materialistic. Why not dwell in the Land-of-Make-Believe sometimes? You have been stretching to a too fine point the literal meaning of Santa Claus. Did you ever question the reality of Uncle Sam, or John Bull? Why, man, I have my nation the same as they have theirs. My nation includes the whole world. The ruling power of it is Love. I signify the joy of giving. The Spirit of Christmas prepares the way for me through unselfishness.

MR. HILBERT. I think I see now—service to others.

SANTA CLAUS. Yes. Now we are ready to help you.

MR. HILBERT (looking at his watch). I haven't time now. Oh, why didn't you come to me before to-night?

SPIRIT OF CHRISTMAS. There is always time to give happiness.

MR. HILBERT. You will have to help fast,

then, because I want to atone to my family for my harshness, and neglect.

SPIRIT OF CHRISTMAS (pointing to telephone). That will bring you service, even though it is late.

MR. HILBERT (Runs to telephone.) Key-stone 883. (He fidgets while waiting.) Mr. Ruskins! Please. (Taps foot nervously.) Hello! Hello! This is Mr. Hilbert speaking, Mr. Ruskins. I am going to ask a great favor, but I am willing to pay for all the extra work. I want a tree. Yes, a tree. The best one you have left. I want it inside of ten minutes—yes, right now. Can you do it? You can? Good! I want some helpers to trim it in a rush. It's for a surprise while the wife and kiddies are away. Trimmings? Yes. All the tree will stand. Lights? Sure, all the tree needs. Bring several yards of them. What's that? You sell them by the set? All right. Bring all the sets it will stand. Bring every thing a tree should have. Bring every thing in the back way and set the tree up in the dining room. I'll give you full charge. Yes. Yes, ten minutes. (Hangs up receiver, wipes face with handkerchief.) Whew!

SANTA CLAUS. You are not through yet. I am sorry that I haven't my customary load of toys, but I am not making an official visit.

MR. HILBERT. Toys, toys—yes, of course. (Takes down receiver.)

SPIRIT OF CHRISTMAS (as he fumbles with the directory). The number you want is York 1001.

MR. HILBERT. York 1001. (Dances around, runs back and forth with the telephone. Twists to look out of the window.) Hello! The Toy Shop! This is Hilbert speaking. John Hilbert. I want a lot of toys. Yes, I know I am late, but I am depending on you, in a rush. What's that? Oh, everything. I don't know. How should I know? That is—er what have you? (Walks back and forth nervously, looking toward door and window.)

SANTA CLAUS. Let them suggest something.

MR. HILBERT. No! No! I don't want to buy out your store! I just want to buy some toys for my kiddies. How old? The boy's about eight, the girl—six. Maybe you can suggest. Doll? Fine! Two of them, a big one and a little one. Dishes? Yes. Sled, whip, set of tools? That's the idea, keep it up. Yes, two of them. Yes, all right. Come in the back way, just as soon as possible, the quicker the better.

SPRIT OF CHRISTMAS. You must not forget your wife.

MR. HILBERT (*Fans self with paper. Loud knock heard outside. He runs out right. Voices heard, and noise of moving boxes.*) That's fine! Set it here in front of doors. Can you have it ready by the time they come home from the Christmas entertainment?

VOICES. We'll do our best.

MR. HILBERT (*still outside*). Here is some extra money for you.

VOICES. Thank you, Mr. Hilbert. Merry Christmas! We'll make it snappy—and right.

MR. HILBERT (*Enters up center. This gives just a glimpse of a tree, trimmings, etc., with people working hurriedly. Closes door.*) Now, what shall I get for Althea?

SANTA CLAUS. I know what women like—fur coats, jewelry—

MR. HILBERT (*Rushes to telephone and calls a number.*) This is John Hilbert. Yes. I want you to send up something nice for my wife.

VOICES (*outside*). Do you want these dolls on the tree?

MR. HILBERT (*trying to telephone and answer at the same time*). Dolls? No—no. I wasn't talking to you—you—

SANTA CLAUS. Set the big one on the floor.

MR. HILBERT. Pearl necklace? That's right—set the big one on the floor, No! No! Set the doll on the floor, not the necklace.

VOICE. Big one on the floor, little one on the tree?

MR. HILBERT. Yes. No—no! I mean yes to the dolls—and no to the watch. Send the necklace, and bracelet to match. Right away, can you? All right, but send the prettiest set you have—blue sets.

SPRIT OF CHRISTMAS. You have made me very happy, and I know some others who will be happy.

MR. HILBERT. Yes, I am happy, too, only I am excited right now. (*Mrs. Hilbert and children are seen passing window. Snow may be falling to add to the scene.*) Here they come!

SPRIT OF CHRISTMAS (*She and Santa Claus slide toward door.*) We shall be near you all the time, and we know that you all

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will have a Merry Christmas. (*Both slip out.*)

MRS. HILBERT (*children talking eagerly as they enter left*). Hush! Not so loud. (*She looks anxiously at Mr. Hilbert as they shake snow.*)

ALLEN (*hesitantly*). I—I wish you had been with us, Daddy,—

MR. HILBERT (*standing uncertainly by the table*). Do you, Allen? It is nice to hear you say that.

MRS. HILBERT (*Surprised, as she turns in startled manner toward Mr. Hilbert. Children look amazed.*) Why, John, I—we—(*Knock. Mrs. Hilbert starts to go, but Mr. Hilbert pushes her aside.*)

MR. HILBERT. I'll go.

CHILDREN. What's happened to Daddy?

MRS. HILBERT. I don't know. (*Mr. Hilbert returns, trying to hide a package behind him.*) What is it, John? Why do you act in this strange manner?

SHIRLEY. My Daddy looks so pretty tonight—just like—

MR. HILBERT (*twisting uneasily as Mrs. Hilbert starts up center*). Oh, don't go in there! Not—not—yet!

SHIRLEY (*jumping up and down*). Oh, Daddy is hiding something!

MR. HILBERT (*trying to slip package under coat*). Ah—never mind. (*Smiles sheepishly.*)

ALLEN. Mamma! Daddy has a surprise! I just know he has!

MRS. HILBERT. John, I don't understand. Are you—did you—? John! (*Goes close to him and looks searchingly at him.*) Children, Daddy HAS a surprise! (*Looks toward door center. Noise is heard behind doors.*)

VOICE (*outside*). All ready!

MR. HILBERT (*smiling happily*). Open the doors, children.

CHILDREN (*Tiptoe to doors, and open cautiously, revealing the tree and presents.*) Oh! Oh! Mamma!—Daddy!

SHIRLEY. Oh, the beautiful doll—! May I just touch her?

MR. HILBERT. Of course you may, darling. (*Runs to tree and hands her the large doll.*) This is yours, Sön. (*Handing him the sled.*)

CHILDREN (*Walking, and skipping around joyfully, with little bursts of admiration.*) It is the most beautiful tree!

ALLEN. Who says we can't have a tree?

MRS. HILBERT. Shall we leave the rest until morning? Christmas morning? (*Clasps her hands joyfully*) John, you are

a dear!

MR. HILBERT (*backing away, tries to hang the package on the tree, that he has been hiding. Children watching exclaim happily.*) See!

MR. HILBERT (*Package falls; he picks it up and thrusts it toward Mrs. Hilbert.*) Well—here—Take it.

MRS. HILBERT (*Takes the package and turns it over slowly.*) Oh,—I—I shall leave this until morning. But what about our Daddy, children?

MR. HILBERT. He isn't worth much.

CHILDREN. He is the best Daddy in the whole world! (*He stoops down and the children hug him.*)

MRS. HILBERT (*patting the bowed head*). And the best and dearest husband. You children go and admire the tree for a few minutes, I want to talk with Daddy. (*Leads him to the settee.*) Now sit down and tell me all about it.

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MR. HILBERT (*Both sit.*) I had a fight tonight. (*Clenches fists.*)

MRS. HILBERT. A fight? Why, John, I don't understand.

MR. HILBERT. Yes. I knocked out the big, burly, domineering sap that has been parading around as John Hilbert all these years.

MRS. HILBERT (*Looks puzzled—then seems to understand; pats his arm.*) I am happy for you dear. Life will be much happier and sweeter for you—and for us.

MR. HILBERT. Then the meaning of Santa Claus, and of the Christmas Spirit was revealed to me. (*The children who have been enjoying the tree and the toys, stop to listen.*)

MRS. HILBERT (*Motions the children to come to her. She takes Shirley on her lap, and Mr. Hilbert takes Allen.*) Tell us what they do mean, John.

ALLEN. Let me tell.

MR. HILBERT. All right, Allen, what is the Christmas Spirit?

(*A blue light appears at up left window. Snow is falling. Spirit of Christmas appears at window.*)

ALLEN. Why the Spirit of Christmas means loving everybody—and wanting to make everybody happy. (*The Spirit of Christmas smiles and nods her head.*)

MRS. HILBERT. What does Santa Claus represent?

ALLEN (*Santa Claus appears at window beside the Spirit of Christmas.*) Santa Claus is the joy of giving.

SHIRLEY. My Daddy looks just like—just like—

ALLEN. Just like what?

SHIRLEY. Just like Christmas! (*Leans over and kisses him.*) You know, Daddy, that Santa Claus is the play—the make-believe. He is the fun of Christmas. (*Santa Claus laughs and shakes snow from his coat; his bells jingle.*)

ALL TOGETHER. What was that?

MRS. HILBERT (*Distant singing is drawing nearer.*) Listen! (*All listen.*) The carol singers! (*Carol Singers pass window up right in a yellow light, singing.*) "Peace On Earth—Good Will To Men."

(CURTAIN)

EXTRA SPECIAL—For a short time additional copies of this number can be secured for members of play casts at ten cents each—cash with order. Send your order to **School Activities Publishing Company, Topeka, Kansas.**

Since the tasks of home life no longer exist, so far as they apply to furnishing children with stimulating physical activities, the schools and play centers must take up the work if the children are not to suffer.—Ernest Hermann, Director of the Sargent School of Physical Education, Boston University.

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News, Notes and Comments

Student Council Presidents, Sponsors, or Educators who are interested in joining the National Association of Student Government Officers are invited to write to Executive Headquarters, Sapulpa, Oklahoma for information, and a copy of the 1933 Student Council Convention Report.

University extension divisions and similar agencies that have helped high schools in the years past with loans of books, plays, and package libraries are now being forced to charge fees to make that branch of their work self supporting. Reports indicate that schools are showing a willingness to pay the small amount required of them for such services, rather than to have them discontinued.

Repeated requests for "non-royalty plays similar in quality to 'Back to the Farm,'" prompt this general announcement to all *School Activities* readers: "Back to the Farm" was once a royalty play except within the state of Minnesota, where it was owned and published by the University extension division. By special arrangement *School Activities* has been able to make it available everywhere without royalty and at a nominal price. *School Activities* does not sell plays, except a few, such as "Back to the Farm," which are reprints of material released previously through its columns. Schools which feel that they must use non-royalty plays will find something suitable in the catalogues of the play publishers whose advertisements appear in this magazine.

Henceforth, physical education in Canada will be under the supervision of a central organization, the Canadian Physical Education Association. Dr. A. S. Lamb, Director of Physical Education of McGill University, was elected President and Fred Bartlett, Director of Physical Education of the public schools of Toronto, was elected Secretary.

The central body will have affiliated provincial and district associations. The Ontario Association has as President, Mr. Arthur A. Burridge of McMaster University, who also represents Ontario on the council of the Dominion-wide association.

Mr. J. J. Syme, Superintendent of Playgrounds, Hamilton, Ontario, has been active in drawing up the constitutional plans for the new association and its districts.

"Fads and Frills" are Hoary Headed

Somewhat puzzled over the hue and cry about "fads and frills" in the educational program, the editor of a bulletin published by El Paso public schools did some research into the year of adoption of various "frilly" subjects into the public school curriculum. Following is the list of subjects and the number of years each has been taught in the schools of El Paso.

Manual training	25 years.
Cooking and sewing	25 years.
Art	35 years.
Athletics	40 years.
Music	35 years.
Playground supervision	20 years.
School lunch rooms	18 years.
School entertainments	Since beginning.
Debating, public speaking, essay writing	Since Beginning
School libraries	20 years.
Vocational education	25 years.
School nurses and health attention to pupils	15 years.
Evening schools	15 years.
Supervisors for instruction	20 years.
Military drill	40 years.
Kindergartens	30 years.
Special teaching of the defective, as deaf children	12 years.

—*The Thrift Almanack*

Extra-curricular activities are now recognized as an essential part of the educational program of every well-conducted secondary school. The responsibility for leadership in formulating and providing a well-balanced program of activities rests upon the principal or chief executive of the school. The responsibility for efficient cooperation in this work rests upon each member of the teaching staff. Assistance in this field is as truly a part of the teacher's duty as is the instruction of pupils within the classroom.—W. W. Carpenter and John Rufi, *The Teacher and Secondary-School Administration*, P. 160.

Stunts and Entertainment Features

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VICTORY'S CHOICE

Mary D. Hudgins

A pantomimed melodrama in two scenes. The actors remain silent during the entire performance. They merely act out in pantomime the directions from the reader. The stage setting is as makeshift as possible. The comedy relies upon the ridiculousness of the whole thing. The more amateurish the setting and the acting the better. There is just one caution. The acting must be perfectly timed with the reader or the act will drag. Each actor should familiarize himself perfectly with what he is to do and exactly when he is to do it if the play is to go over with a bang.

Cast of Characters

MR. 1 (*name of home town*). He wears street clothes in the opening scene and athletic togs according to the sport seasonal at the time, in scene 2.

MR. 2 (*name of rival team's home town*). He is small and undersized and wears dilapidated athletic togs, much too large for him.

MISS VICTORY. A member of the team, dressed as a young woman. Preferably the tallest, most awkward boy on the team. He wears golden curls made from pine shavings from the manual training department, a fluffy white, or flowered dress and a floppy hat. (The pine shaving curls can be pinned to the hat with safety pins.)

THE FOOTLIGHTS. Half a dozen small red headed children. They wear skull caps or caps made of paper bags and sit on the front row of seats until their services are needed.

THE CURTAINS. Two girls, dressed exactly alike. Each carries a large white sheet of cardboard on which is painted in large black letters CURTAIN. They stand at the center of the stage, near the footlights, until signaled to part. The regular curtains to the stage are not used at any time throughout the sketch.

THE SUN. A son, preferably the son of a teacher. If possible he wears an orange tie.

THE BREEZES. Five or six girls dressed in thin, preferably blue or white dresses. They carry cardboard labels BREEZES.

THE TREES. Very tall, very thin girls. It would be best if they wore green dresses. They carry placards marked TREES.

THE SCENE. He wears a dressing robe in Scene 1, sweater and knickers in 2.

READER.

ROOTERS for 1 and 2 (*about four each*)

Properties

A heart for "Our Hero." A six-inch heart is cut (front and back) from red cambric, sewn together and stuffed with cotton. A safety pin is sewed to its back so that it may be conveniently pinned to "Our Hero's" coat. "Our Hero" practices chest heaving beforehand, so as to be able to palpitate his heart properly. A little practice before the mirror is valuable.

A banana. It lies inconspicuously on a table until "Our Hero" presents a peel to "Victory."

A pitcher. The pitcher presumably contains water to be poured over the press clippings. But unless the table is old and the stage floor used to rough treatment it had better be left empty.

A newspaper. Lying on table.

A baseball bat. Also lying on table.

A ladder. Upon which the sun stands.

Bleachers. One at either side of the stage. (Scene 2) They may be made from boxes with rough boards laid across them.

A window. It can be made from four two-by-fours. It is unnecessary to curtain it. The rougher it looks, the better.

A purple envelope, an alarm clock, lampblack, a bottle marked "LIQUID POWDER", paper bags, a paper crown, teeth, Turnip teeth or false-face teeth from ten cent store, coffee grinder, placard bearing word AWAY, baseball mask, a flat-iron.

READER (*extreme left down stage near footlights.*) The text may be read instead of memorized. In this case it should be held in the left hand, leaving the right hand free for gestures toward the stage. In reading from a book to an audience, be careful to keep the book at the level of the chest. Higher causes the voice to reverberate against the book and be lost by the

audience; lower and the voice falls to the floor instead of bounding out to the audience.

Hist! The time for the play approaches. There is a rustle in the audience. (*Persons stationed at various parts of the audience rattle paper bags.*) With a tremendous crash the orchestra ceases playing. (*It does, with a mighty blow of the drums. Of course, if there is no school orchestra the piano stops with a bang.*) The footlights go up. (*The footlights rise, take off their caps, bow to audience and sit on the floor just in front of the stage.*) The curtains part. (*The two girls taking the part of the curtains shake hands and walk away from each other to take their places at the edge of the stage just behind the footlights.*) The Scene (*the scene walks on the stage clad in a dressing gown and takes his place at the back of the stage.*) depicts early morning in the living room of the home of 1. Just as the sun rises to peep through the window (*the son gets up from the floor where he has been sitting, no matter if he could be seen all the time, and stands peering through the window.*) 1 enters the room. It is to be an eventful day in the life of "Our Hero" for it is the day upon which he is to meet 2 in combat. But is our hero worried? Not at all. (*The boy representing "Our Hero" has entered and languidly sits in chair at the left.*) He knows that he is sure to win from 2. But even so splendid a sportsman as he wishes to make doubly sure. He strides to the table (*he does*) and begins to pour over press notices of the game (*the afore-mentioned pitcher of water is poured over a newspaper.*) Satisfied, he goes back to his chair, at peace with the world. Suddenly a vision appears at the window. (*Miss Victory, dressed in white flowing garments stands there.*) Our hero is stricken dumb with wonder. (*A particularly idiotic expression comes to his face.*) The vision trips (*stumbles over the windowsill*) into the room. Our hero's heart begins to palpitate. (*It does*) He stands drinking in her beauty (*from a bottle she hands him marked "LIQUID POWDER."*)

"Ah, fair maid," he cries sinking to his knees, (*wordlessly*) "to what stroke of good fortune do I owe this visit?"

"Rise, oh my hero, I have come because I have been watching your playing and am willing to put my O.K. on you." (*She says never a word but after signaling him to*

rise she walks over to the blackboard and chalks up O.K. on it.) "You deserve the best. I have come (*becomes shy*) in order that you may woo, and mayhap win me. I probably should have given 2 a chance; but I like your looks so much better that I passed him cold and came straight to you. I ask, however, that you keep this secret inviolate." (*All this while she has pantomimed speech with him and at last hands him a large purple envelope.*)

With all the ardor of his being our hero presents appeal (*Strides to the table,*

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,
of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for November 1, 1933.

County of Shawnee State of Kansas) ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
Publisher: School Activities Pub. Co., Topeka, Kansas.
Editor: C. R. Van Nise, Morrill, Kansas.
Managing Editor: C. R. Van Nise, Morrill, Kansas.
Business Manager: R. G. Gross, Topeka, Kansas.
2. That the owner is: School Service Co., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. R. Van Nise, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Olin D. Buck, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.; Elizabeth M. Gross, Topeka, Kans.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in case where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,

(Signature of Business Manager)

Sworn to and subscribed before me this 25th day of September, 1933.
MARTIN G. MILLER,
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seizes banana, eats it and gives the lady the peel). The sun mounts higher. (The son climbs part way up the ladder.) At last the maiden seems to consent, and rises to go. He presses her hand (with a flat iron on the table). Quickly realizing that she has made a hit with him (strikes him gently with the baseball bat) she steals his heart (which has been left conveniently unpinned) and trips out of the room (over the windowsill). Our hero is overcome with joy. As he stands gazing blissfully after her departing figure the sun climbs still higher in the heavens (on step ladder); the curtains close (they do). The foot-lights flash (stand, put on hats and sit on first row of seats again) and go down and the orchestra begins (with a deafening roar).

Scene 2

READER. Again the buzz from the audience. (This time one or two of the paper bags are popped.) Again the footlights go up (they do). Again the curtains part, (they do) to reveal a change of scene. (The scene walks on stage, this time in sports sweater and knickers and stands at the back of the stage.) In fact it shows an athletic field. (In plain view of the audience boys come to the stage and erect the bleachers.) The sun is high in the heaven. (The son who has remained on the ladder climbs still higher.) There is an air of holiday to the scene. (Scene smiles to the audience.) The breezes sigh. (They enter and stand at the rear of the stage, sighing audibly.) The trees wave (They enter, stand with the breezes and wave to the audience). It is a beautiful day in _____ (the actual month) _____ on which is to be played a _____ (sort of game celebrated) _____ between 1 and 2. (For football remove the window to depict an outdoor scene; if indoor basketball is represented the window should be left.) Suddenly is heard a most unearthly din, and out upon the stage strut 2 and his followers. (They do, taking the bleachers nearest to them as they enter.) Whereupon there breaks upon the breeze the strains of _____ (the favorite athletic song of the home team) and in troop the delegation from 1. (They flock in and sit on the bleachers at the opposite side from 2.) At a glimpse of the stalwart 1 the fans from 2 ring their hands in despair. (Each takes ring from a finger and places it on another) and 2 grinds his teeth in despair (and in the coffee grinder). His

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soul is black with hatred. (*Each lifts a foot to show a black shoe sole.*) The whistle blows (*off stage with the proportions of a steam calliope*).

Dear friends (*very tragically*) it is best to draw the curtain over the better part of that fateful game. (*Walks to first one side and then the other of the stage leading a curtain each time to the center of the stage.*) The defeat was too terrible. I know, tender hearted folk that you are, though your sympathies are all with 1 your heart would be wrung with the misery of 2, and the extent of his defeat. Suffice it to state that the game was a washout. In fact, dear friends, you never did see such a one-sided affair. But, in order not to allow you to be deprived of the entire thing we will allow the curtains to part on the last episode of the game. (*They part.*)

The face of 2 had become black with fury and despair. (*A handful of blackface make-up will do. Places his hands over his face in despair, and presto!*) Our hero's face is a mask (*dons a baseball mask*) but beneath it is a smile that says Victory is his. The yell leader from 2 leads his forces in a last desperate attempt to pep up the flagging spirits of 2 (*a pantomimed yell becomes very, very funny.*) But the whistle blows (*another terrific blast.*) The game is over. 2 fearing what his companions will do to him for having lost the game takes alarm (*the alarm clock*) and steals away (*a cardboard poster carrying the word AWAY in large black letters.*) Followed by his angry companions; who, to judge by the expressions mean no good to him (*They rush from stage after 2*). Victory comes to the stage. (*She does.*) and crowns 1 (*who kneels to receive a paper crown*) as her knight.

The sun descends from the heavens and sets. (*Climbs down and sits on floor.*) The curtains close (*they slowly walk toward each other and stand together at the center of the stage near the foot lights*) just as the 1 rooters lift 1 to their shoulders and march from the stage to the strains of _____ (*favorite air*) _____ the footlights go down. (*They rise, put on their hats and sit once more.*) and the PLAY IS OVER.

FOR AN EDUCATION WEEK PROGRAM

Blanche Graham Williams

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"Knowledge is in every country the surest basis of public happiness."

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Helen M. Alrich

Our first real winter celebration is on Thanksgiving Day. Each year it is recognized more and more, as a day of reunion, feasting and rejoicing. Hospitality is really the characteristic note of the day, and of all seasons, the most pleasurable task of committees is to plan the Thanksgiving entertainment.

The modern hostess surely will be wise to follow the plans of her grandmother in menu and decorations. Probably Thursday was chosen originally for the holiday, to give the hostess ample time during the week to prepare for the occasion!

We have much to be grateful for when we consider how many wonderful devices have been invented for decorations, feasts and entertainments. The simplest used today would have caused astonishment one hundred years ago. There were few hot house flowers used in the early Thanksgiving celebrations. Orchids were unknown. Chrysanthemums, the November flower, were very small but used occasionally.

"Old-fashioned" seems some how associated with the Thanksgiving entertainment, so if you have old timey china, silver or pewter, you can consider yourself fortunate when it comes to decorating the festive table.

The commonest vegetables may be utilized to form attractive decorations. Large Mayflower ships may be made from green garden squash, with crepe paper sails and riggings. They are easy to prepare in what ever size you wish. Set the squash on a swirl of green and blue crepe paper crushed. A large brown Plymouth Rock should be placed as an anchor. Although there should be no new motifs suitable to use for Thanksgiving decorations and favors, the traditional old ones may be used in so many different ways, and can be adapted to such a variety of things, that they seem ever new. As the Puritans were the first to celebrate the day, John Alden and Priscilla are good characters to use as favors or trim. They may be made

large or small, attired in costumes of brown crepe paper, with white collars and cuffs.

If you desire to symbolize the harvest idea, branches of wheat tied with red ribbon may be used together with autumn leaves. The fall colors of red, russet and yellow should prevail. A golden light glimmering through yellow crepe paper fringe is effective. On the table kernels of corn may be sprinkled with miniature turkeys of pine cones, placed as if strutting about to find the grains.

Cabbage, squash and pumpkins can be scooped out and filled with seasonable bouquets, placed on the mantle, table or buffet. Polished apples may be hollowed out to hold candles very effectively and inexpensively.

For the table, a center piece typical of the day will not be at all difficult to prepare, if you use the Pilgrim and Indian figures that are printed on decorative crepe paper. Cut out the figures and paste them on card board, reinforce them with firm wire and stand them on a foundation of card board, covered with crepe paper to look like a corn field, then add a small shock of corn in which to conceal favors for each guest.

When you must prepare favors for a large group they must be easy to make and inexpensive. This may be done by fastening a bar of almond chocolate to a piece of brown mounting board about twice its width. Then cut it irregularly at the top and mark with India ink to represent fence board. Add two or three grape seals to the upper left corner, and finish by adding a turkey cut out to the lower right corner, using a bit of gummed tape so that the turkey will stand out an angle, and so hold the whole erect.

When every one is seated at the table announce that, before dinner is served, every one present must give thanks. For this purpose a basket may be passed around containing slips of paper on which couplets are written. Each guest reads one while the first course is being served.

For example—

*I give thanks for an appetite,
That never fails me day or night.
I give thanks for this free meal,*

*I hope the turkey will be real,
 I give thanks for home-made pie,
 I hate the kind that people buy.
 I give thanks for nothing yet,
 I'll wait and see what I shall get.
 I give thanks for prohibition,
 It keeps me in such fine condition.
 I give thanks for a family car,
 Though it may not get me very far.
 I give thanks for good advice,
 Though I forget it in a thrice.
 I give thanks for a movie show,
 Whenever I can afford to go.
 I give thanks for my strong right arm,
 That always keeps me safe from harm.
 I give thanks for those that befriend me,
 I can easily use the money they lend me.
 I give thanks for good hard work,
 Which I nearly always contrive to shirk.
 I give thanks for all things free,
 But I don't know what they can be!*

Plan your entertainment so it will be enjoyable for all ages. After all, the repast is the main feature of the Thanksgiving entertainment.

FOR A THANKSGIVING PARTY

BLIND ARTISTS

Give each of the guests a pencil and a blank sheet of paper.. Tell them to look at the paper and get set to draw a picture according to your instructions. When all are ready, switch off the lights. Instruct them to draw a turkey. When they have finished, collect the drawings. Then turn on the lights and have them judged by a competent committee. Award a Thanksgiving candy favor.

CORN GRAB

Place a wooden box or stool in the center of the room. Put a small ear of corn on it. Make a boundary line on two sides of the room from 6 to 10 feet from the box, depending upon the size of the room: Divide the guests into two groups, one on either side of the room and outside the boundary line. Appoint a scorekeeper and referee, supplying the latter with a whistle. Arrange the two groups in two lines. When the referee blows his whistle, the first one from each side dashes to the box and tries to get the ear

of corn and carry it over his line without being touched. If he succeeds, his side gets a score. If he is touched by his opponent, the otherside gets a score. If in the scramble the corn is dropped, it is automatically considered dead and both the players are eliminated from the game. The side having the most points receives a big bag of popcorn.

SHOOTING THE TURKEY

Put a large picture or drawing of a turkey on a large sheet of cardboard against the wall or on a sheet hung a few inches from the wall. Provide throwing darts. These can be made of pins, feathers, and corks. Better ones can be purchased from any novelty house. At a suitable distance from the target allow each guest three throws at the turkey. Each round eliminate those who score the fewest hits until someone is declared winner of the "turkey shoot." Award a suitable favor.

In a civilization changing as rapidly as ours is, complete reliance can not be placed upon the education of the young as the means by which to prepare the individual citizen for successful functioning in society. Traditionally we have relied upon such education as constituting our preparation for the future, but this idea evolved in the old agrarian order in which life was relatively static. Then, it could be assumed that the future would be very much like the present and, for that matter, like the past; therefore educating the present generation of children in terms of our past experience would safely prepare for the future. The whole social order was committed to this idea; consequently the place of schools in it was easily and simply defined. The schools were merely to transmit to the young the knowledge, habits, customs, and attitudes that had been satisfactory in the past, with full assurance that they would be satisfactory in the future.—*Journal of Adult Education*.

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EXTRA CURRICULAR ACTIVITIES (General)

A Handbook of Extra Curricular Activities, by Harold D. Meyer. This is one of the most popular among extra curricular books. It contains 416 pages and deals with every phase of the subject. Character building and student participation in school government are given parts in the book, as well as are the more specific matters such as the annual, athletic contests, social functions, special day programs, school dramatics, etc. Price \$3.

All School Activities, by F. C. Borgeson. This book differs from most extra curricular books in the fact that it treats of activities for the elementary grades. It is a new book, one that meets a great demand, and one that is of immense value in its field. Elementary schools welcome this book. Price, \$1.

Extra-Classroom Activities, by R. H. Jordan, Professor of Education in Cornell University. This book differs from other books in its field in the fact that it presents a unified plan for extra curricular activities through both elementary grades and high school. It contains 312 pages of sound theory and practical ideas presented in an interesting way. Price, \$2.50.

Extracurricular Activities, by Harry C. McKown. This is a standard book in the field of extra curricular activities. It treats the subject both generally and specifically. One who has access to this book will have opportunity for complete knowledge of what extra curricular activities mean and of how one should proceed to get the values they offer. Price, \$3.

Extra Curricular Activities in Junior and Senior High School, by J. Roemer and C. F. Allen. This book is one that has extended its scope to cover both junior and senior high school interests. It contains 333 pages. The authors have made it a practical handbook and a readable discourse on extra curricular matters. Price, \$2.

Group Interest Activities, by F. C. Borgeson. This book is a companion book of **All School Activities** and takes up in a more specific way where that book leaves off. The two give a complete treatment of all elementary school activities. This volume should be in every elementary school. Price, \$1.

Extra-Curricular Activities in Secondary Schools, by Elbert K. Fretwell. The author of this book is recognized as the leader in the great extra curricular movement. His work and leadership as Professor of Education in Teachers College, Columbia University, have made him the pre-eminent authority in the extra-curricular field. This book is his masterpiece. Price, \$2.75.

Point Systems and Awards, by Edgar G. Johnston. In this book the author gives types of point systems now in use and shows how such systems may be used to best advantage in guiding, stimulating, and limiting pupil participation in extra curricular activities. He tells how to proceed in introducing a point system and how its administration should be carried on. Price, \$1.

THRIFT AND FINANCING STUDENT ACTIVITIES

Financing Extra Curricular Activities, by Harold D. Meyer and S. M. Eddleman. This book gives plans for raising money, methods of distributing finances, and systems of accounting for moneys. It gives forms for use in budgeting and accounting. It is a new book and one that gives definite and practical help in financing all branches of extra curricular activities. Price, \$1.

Thrifty Through Education, by Carobel Murphy. Here we have the author's account of the highly successful experiment in thrift education as carried on in the Thomas A. Edison High School, Los Angeles. The book meets a very great need of high schools at the present time. It gives junior and senior high school teachers definite and workable ideas by which to develop thrift, business judgment, and habits of saving. Price, \$1.

THE ASSEMBLY

Assembly and Auditorium Activities, by Harry C. McKown. This is a new book by this well-known authority in extra curricular matters. It contains 462 pages and treats every phase of the problem of developing assembly and auditorium activities that are powerful forces toward the achievement of secondary school objectives. Its emphasis is upon practical material, and it offers programs and program material that are appropriate for all kinds and sizes of schools and all grades within these schools. Price, \$2.50.

Assembly Programs, by M. Channing Wagner. This is a new and popular handbook on assembly programs. It gives principles, aims, and objectives of the school assembly. It describes the various types of assembly and shows how they may be correlated with the curricular work of the school. The author gives suggested programs for a whole school year. Price, \$1.

HOME ROOMS

Home Rooms—Organization, Administration, and Activities, by Evan E. Evans and Malcolm Scott Hallman. This book gives both general and detailed treatment of the home room as it is now conceived by leading educators. The book is strictly new and a most up-to-date publication in home room organization, planning, and development. Price, \$1.

SCHOOL CLUBS

High School Clubs, by Blackburn. Here is a book that gives the essentials of school club organization and direction. While it is not intended to be an exhaustive treatment of the subject, it does give an abundance of practical help. For a club sponsor with limited training, this book should be among his first library references. Price, \$1.25.

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400 Games for School, Home, and Playground, by Elizabeth Acker. This book is well known and a standby in most recreation circles. It gives more than four hundred games providing for every age, purpose, and occasion. It contains 320 pages and numerous illustrations. It describes every kind of game that schools could use. Price, \$1.50.

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Crazy Stunts, by Harlan Tarbell. This is a book written to satisfy the persistent demand for all kind of comical stunts. Most of the twenty-six stunts described have been derived from the author's experience on the stage. Yet this is a

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High School Stunt Show and Carnival, by Willard B. Canopy. This book tells how to advertise the show, organize committees, plan the parade and booths, and manage the various side shows. Thirty-four stunts and nineteen side shows are described in detail. All are successful fun-makers, yet they are all easily planned and carried out. Price, \$1.

How to plan and Carry Out a School Carnival, by C. R. Van Nice. This is a school carnival book written from the viewpoint of a school executive. It gives a general plan or organization for a school carnival and detailed instructions for carrying out that plan. It describes a number of advertising and money-making features. Throughout it treats the school carnival as both an educational project and a money-making enterprise. Price, 50c.

How to Put On an Amateur Circus, by Fred A. Hacker and Prescott W. Eames. This book tells how to organize an amateur circus, how to construct the "animals" and how to build and use the other necessary equipment. By detailed description accompanied by over sixty diagrams, working drawings, sketches, and photographs this book tells how to carry out a whole circus—animal and acrobatic acts, clown stunts, side shows, and parade. Price, \$1.75.

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—*The Pathfinder*

"Little boy, how old is your mother?"

"Aw, she was forty-two, but she's marked down to thirty-seven."

—*Northwestern Purple Parrot.*

RECIPROCITY

A venerable judge sat in a place of honor at a reception. As a young lady of dazzling charm walked past he exclaimed involuntarily, "What a beautiful girl!"

The young lady, having heard the compliment, turned, gave him a radiant smile, and said, "What an excellent judge!"

—*Country Teacher*

Q: What would be the proper thing to say if, in carving the duck, it should skid off the platter and into your neighbor's lap?

A: Be very courteous. Say, "May I trouble you for that duck?"

—*Reserve Red Cat*

OR ENGLISH

Teacher: "Remember that he who laughs last laughs best."

Smart Child: "Maybe, but he soon gets a reputation for being dumb."

A soldier went to his colonel and asked for leave to go home to help his wife with the spring house-cleaning.

"I don't like to refuse you," said the colonel, "but I've just received a letter from your wife saying that you are no use around the house."

The soldier saluted and turned to go. At the door he stopped:

"Colonel, there are two persons in this regiment who handle the truth loosely, and I'm one of them. I'm not married."

—*Government Personnel Advocate*

"Cora Anne," said her mother, sorrowfully, "every time you are naughty I get another gray hair."

"Then," said Cora Anne, "you must have been a terror when you were a kid. Look at grandpa!"

—*Pathfinder*

Math. Prof.: Now, if I subtract 25 from 37 what's the difference?

Little Willie: Yeah! That's what I say. Who cares?

—*Ala. Rammer-Jammer*

EXPENSIVE CURE

Old Doc McTavish was taking a well-earned vacation, his son just graduated from medical school, taking over his father's practice.

"Dad, I made some marvelous cures while you were away," the son boasted, greeting his father on his return. "I even cured Mrs. MacGregor's stomach trouble after you had treated her for four years."

"What!" exclaimed the old doctor. "Old Mrs. MacGregor? I'll have you know, it was her stomach that put you through college."

—*The Furrow*

NO WONDER

Explorer: "You shouldn't complain. When I was in the arctic I used to live on candles and blubber."

Friend: "Well, if I had to eat candles I guess I would too."

Him: My treasure!

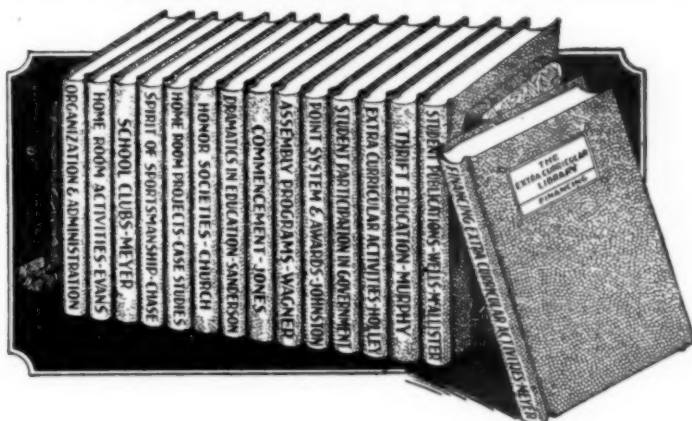
Her: My treasury!

—*Phila. Bulletin*

"Do those Englishmen understand American slang?"

"Some of them do. Why do you ask?"

"My daughter is to be married in London to an earl, and he has just cabled to me to come across."



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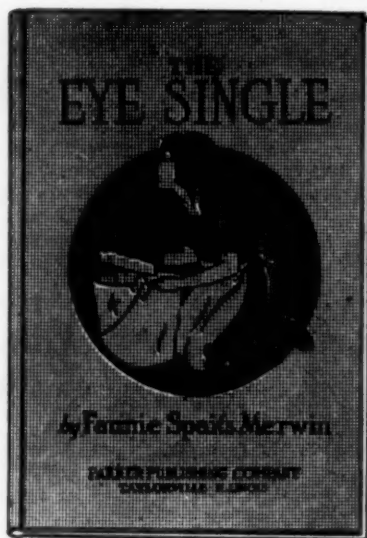
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